

**THE USE OF COLLABORATIVE WRITING TO IMPROVE THE  
WRITING ABILITY OF CLASS VIII F STUDENTS OF SMP N 2  
SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

Presented as Partial Fulfillment of the Requirements  
to Obtain a *Sarjana Pendidikan* Degree  
in English Language Education



By:

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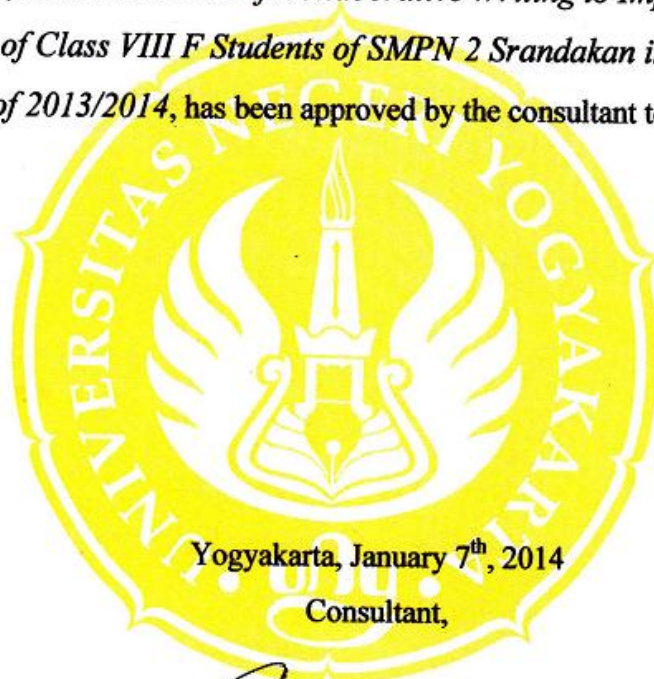
**ENGLISH EDUCATION STUDY PROGRAM  
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2014**

## APPROVAL

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This thesis, entitled *The Use of Collaborative Writing to Improve the Writing Ability of Class VIII F Students of SMPN 2 Srandakan in the Academic Year of 2013/2014*, has been approved by the consultant to be examined.



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## **RATIFICATION**

### **THE USE OF COLLABORATIVE WRITING TO IMPROVE THE WRITING ABILITY OF CLASS VIII F STUDENTS OF SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014**

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Accepted by the Board of Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on January 13<sup>th</sup>, 2014 and declared to have fulfilled the requirements for the attainment of a Sarjana Pendidikan Degree in English Language Education

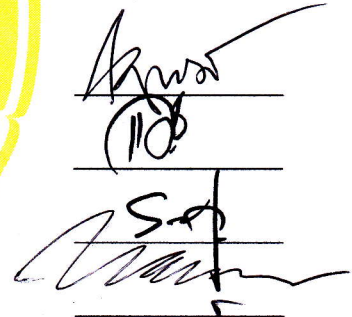
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## PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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## **MOTTOS**

**“For the things we have to learn before we can do them, we can learn by doing them.” (Aristotle)**

**“Just know, when you truly want success, you’ll never give up on it. No matter how bad the situation may get.” (Anonymous)**

**“The pain you feel today is the strength you feel tomorrow. For every challenge encountered there is opportunity for growth.”  
(Anonymous)**

**And whosoever strives, he strives only for himself. Verily, Allah is independent of the worlds. (Al-‘Ankabut (29:6))**

**“Love what you have. Need what you want. Accept what you receive. Give what you have. Always remember, what goes around, comes around...” (Anonymous)**

## DEDICATIONS

*This thesis is dedicated to my beloved  
mom (Sukarni)*

*and*

*dad (Wido Karsono).*

*I thank them for the sincere love they always give to me.*

## **ACKNOWLEDGEMENTS**

Alhamdulillahirobbil ‘alamin, praise be to Allah SWT, for the blessing, strength and health so that I could finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. I would like to thank all of those who have advised, supported, guided and helped me in the process of writing this thesis.

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Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, corrections and suggestions will be appreciated.

Yogyakarta, January 10<sup>th</sup>, 2014

Defi Trisnasari

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**ABSTRACT**

The objective of this research was to improve the writing ability of Class VIII students of SMP N 2 Srandakan in the academic year of 2013/2014 through the use of collaborative writing.

The design of the research was action research which involved some steps such as planning, action, observation, and reflection. The subjects of the research were 24 students of Class VIII F of SMP N 2 Srandakan. The research was carried out in two cycles and obtained the qualitative and quantitative data. The instruments of the research were observation checklists, interview guidelines, questionnaires, writing tasks and writing tests. The data were collected by doing observation and interviews and by evaluating the students' writing. The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building meanings and interpretations and reporting the outcomes. The quantitative data were analyzed by evaluating the students' writing using the writing scoring rubric.

The research findings showed that the students' writing ability improved through the use of collaborative writing. The students made a good improvement in the aspects of content, vocabulary, grammar and mechanics. The collaborative writing activities worked well by the process of discussion. The students could help, give feedback to and remind each other. They could also negotiate and make a decision together. They were more confident in writing, had more vocabulary, knew the good sentence construction and improved the quality of their writing. The result of the students' writing showed that their mean scores improved cycle by cycle. Finally, the result of the t-test of the pre and posttests showed the t value = -15.55 ( $p < 0.05$ ). In conclusion, the students' writing ability improved significantly through the use of collaborative writing.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Writing belongs to the productive skill which, for the students, generally functions as a means of communication, as a means of expression and as a means of measuring their knowledge. They can use writing to communicate with others, e.g. by using SMS (Short Message Service) or by using letters. They might also use writing to express their feeling, their thoughts, or even their ideas, for example, by writing poems and essays. In addition, the students' writing proficiency is often used in most examinations to measure their knowledge. By those three functions, the writing ability is therefore an important skill. Moreover, the standard of competencies and the basic competencies in the School-Based Curriculum show that the students must have the good writing ability.

Although writing is a productive skill, it does not mean that writing is only seen as a product. In the traditional approach, it is stated that writing is a product. However, writing as a process is also crucial for the students. It is because by experiencing the writing process, the students will have the various stages in creating any piece of writing from deciding the concept to the final draft. Therefore, the students get the specific skills when writing.

Being able to write, however, is a complicated skill. There are five general elements that have to be taken into account if the writers want to produce good writing. Those five components are language use, mechanical skill, content,

organization and vocabulary. Consequently, most of the students of junior high schools often find difficulties to write. It is because they have to master not only grammar and vocabulary but also content, mechanics and other elements related to the writing skill.

Considering that the writing skill is important, it is a must especially for the students to master the writing proficiency. However, based on the researcher's observation in Class VIII F of SMP N 2 Srandakan, the students' writing ability did not meet the expectation. They found it difficult to improve their writing ability so that their writing skill was low. Generally, their writing products showed that they lacked in the aspects of content, vocabulary, grammar and mechanics.

In the aspects of content and vocabulary, their writing commonly did not vary. They got the difficulties to generate their ideas due to their limited vocabulary. As a result, they just imitated the book. Meanwhile in the aspect of grammar, they had difficulties in terms of pronouns, verbs and tenses. They still got confused to differentiate the use of the verbs. As a result, they often misused the verbs. They also did not exactly know the use of pronouns. Finally, in the aspect of mechanics, the students did not use the correct spelling, punctuation and capitalization in their writing.

In accordance with the problems related to the writing ability of Class VIII F students of SMP N 2 Srandakan, the researcher thinks that it is necessary to find a solution to solve those problems. Regarding those reasons, she decided to use collaborative writing technique. By the technique, the students can work with

other students, in improving their writing ability. This technique is chosen based on her observation and based on the result of the discussion between her and the teacher. Moreover, the collaborative writing technique also meets the nature of the writing process by which the students experience various stages. Therefore, in this research, the researcher uses collaborative writing to improve the students' writing ability.

### **B. Identification of the Problems**

Based on the researcher's observation, the result of the interview with the students and the English teacher, and the students' writing, there were two broad problems related to the students of Class VIII F of SMP N 2 Srandakan. The first problem was that the students were not interested in the teaching and learning process of writing. It could be seen from their motivation when writing. They felt that the English subject was a very difficult subject. They easily got bored, talked and played with their friends instead of doing their writing. Consequently, they did not understand the whole materials given by the teacher.

The last problem was the students' low writing ability. Most of their writing lacked content, vocabulary, grammar and mechanics. They got the difficulties to generate their ideas because of their limited vocabulary. They even rarely consulted to the dictionary as they got the difficulties to translate the words into English. They also did not have self-confidence in choosing a certain topic and doing their writing by themselves. They asked their friends and therefore had the same topic, even the same sentences. If they did not ask their friends, they



would imitate the ideas from the book or from the examples given. They would have the same text except the name of the person or of the place. Therefore, they did not develop their writing well.

Another aspect was related to the grammar. Most of the students' sentence structure was influenced by the Indonesian language writing style. They still got the difficulties to make a noun phrase or a noun group and often mixed up the formation of the words by their own feelings, for example, *ear very long*. They also still got confused in using the verbs and pronouns. When they wrote in the present time, they did not differentiate the use of the verbs for subjects *he, she and it* from the subjects *I, you, they and we*, for example, *I has a cat*. They even did not know the different use of the pronouns, for instance, *Her has two eyes*. Furthermore, in terms of mechanics, they at times forgot to use the full stop at the end of their sentences. Moreover, they also wrote the wrong spelling of the words due to the influence of the sounds. Besides, the students sometimes neglected the use of capital letters in their writing.

The statements above showed that the writing ability of Class VIII F students of SMP N 2 Srandakan did not meet the expectation as it should be. Based on the problems found, it is necessary to find out a solution which can be applied to the teaching and learning process of writing so that the writing ability of Class VIII F students of SMP N 2 Srandakan can be improved and meet the expectation of the curriculum of junior high schools.

### **C. Delimitation of the Problems**

Based on the background of the research and identification of the problems, it was clearly stated that there were two broad problems related to the students of Class VIII F of SMP N 2 Srandakan. The first problem was about their interest towards the teaching and learning process of writing. Meanwhile, the second problem was related to their low writing ability. However, the researcher thought that it was impossible to investigate all of the occurring problems. She therefore limited the problems of the research on the students' writing ability specifically related to the problems of content, grammar, vocabulary and mechanics. To achieve the goal, this research focused on the use of collaborative writing to improve the writing ability of Class VIII F students of SMP N 2 Srandakan in the academic year of 2013/2014 particularly in the first semester. By collaborative writing, during the process of writing, the students may work together, give and accept feedback, share their ideas and help each other if they get the difficulties. To achieve the objective, the researcher therefore focused on the problems of the students' writing ability in the descriptive text. It was because she observed and found the students' problems in writing the descriptive text. Finally, she conducted the research in eight meetings from September 13<sup>th</sup> to September 30<sup>th</sup> 2013.

### **D. Formulation of the Problem**

In this research, the problem is formulated as follows.

How does collaborative writing improve the writing ability of Class VIII F students of SMP N 2 Srandakan in the academic year of 2013/2014?

#### **E. Objective of the Study**

Based on the formulation of the problem, the objective of this research study is to describe how collaborative writing can improve the writing ability of Class VIII students of SMP N 2 Srandakan in the academic year of 2013/2014.

#### **F. Significance of the Study**

This research is expected to give a valuable contribution which has theoretical and practical significance.

- a) Theoretically, to the English Department of Yogyakarta State University, the researcher expects that the findings of this research study can be a reference related to the topic of the use of collaborative writing to improve the students' writing ability. In addition, to the future researchers who want to discuss the topic of the use of collaborative writing to improve the students' writing ability, the findings of this study can be a beneficial reference.
- b) Practically, this study will be helpful both for the English teachers and the students. To the teachers, the findings of this research hopefully can be a source of information in applying a certain technique in solving the problems related to and improving the students' writing ability. Furthermore, to the subjects of this research, Class VIII F students of SMP N 2 Srandakan, this research is expected to help them to improve their writing ability especially in

the aspects of content, vocabulary, grammar and mechanics. Finally, to the researcher herself, this study is expected to give the experience in doing the research, in teaching writing and in improving the students' writing ability using the collaborative writing technique.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

In this chapter, the researcher discusses the related theories and conceptual framework of this research. This chapter is divided into two parts. The first is about the literature review which consists of the theories and the studies related to this research. Meanwhile, the second is about the conceptual framework in which the theories are related to this research.

#### **A. Literature Review**

##### **1. Definitions of Writing**

Among the four major skills, the writing skill belongs to the productive skill. Different from the speaking skill, writing requires the visualization of the language. It means that writing will produce the written product of the language. However, writing is not only about the representation of the oral language as it is proposed by Brown (2001: 335). Flynn and Stainthrop (2006: 34) state that writing allows the writers to interpret their ideas into words on the page and it has a main function to communicate to others. The function of writing as a means of communication is to communicate not only to others but also to the writers themselves. According to Spratt, Pulverness and Williams (2005: 26) writing involves making a message by using a sign to communicate to someone or themselves (the writers). In line with this, Sokolik in Nunan (2003: 88) states that



writing involves the action of physic and mentality which has a purpose to express and impress both the readers and the writer. However, in communicating by using written language, the writers have to be able to construct it well. It is because having ideas and being able to generate them into a good message are important to have successful communication.

In the pedagogical area, writing more focuses on the students' process of writing without neglecting its function, as a means of communication. According to Brown (2001: 335) writing will produce the written product involving the process of thinking or how to generate the ideas, drafting, revising procedures and producing the final product.

Based on the definitions above, it can be concluded that writing is one of the productive skills which involves making a message on a page through the process of writing and functions to communicate to others and the writers themselves.

## **2. Microskills of Writing**

Producing good writing needs some specific skills which are commonly called microskills or sub-skills. These microskills are used to define the criterion of good writing. According to Spratt, Pulverness and Williams (2005: 26) there are several sub-skills for writing. Some of them are about accuracy, while the others are about having or communicating a message successfully to other people. The sub-skills related to the accuracy are all about using the correct forms of language such as spelling correctly, forming letters correctly, writing legibly,

punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. Meanwhile, related to writing as a means of communication, having ideas and being able to organize and to express the messages in a suitable way are needed.

Similar to this, Brown (2004: 221) states the microskills of writing. He also divides the microskills into two aspects i.e. the writing form and the communicative meaning underlying the writing. Related to the writing form, he proposes that first the writer has to create the grapheme and the written English language orthographically. Second, in writing the text, the writer must do it in a certain tempo so that the process of writing will meet the efficiency of time and the objective. Third, the writer has to create the adequate words choice and the suitable noun phrases or noun groups. The application of the suitable rules of language use and the mechanics in writing, for example, the pluralization, the tenses, the pronouns and the capitalization is also needed in writing. Next, to produce good writing, the writer has to pay attention to the use of various words in expressing the same meaning. Then, the writer also has to apply the cohesive devices based on the type of the written text so that the text will be united and smooth and also to apply the rhetorical forms and the writing convention or agreement. Besides, the good writing must be correlated from one idea to the other ideas so that it needs the links. Those ideas can be generalized even exemplified.

However, related to the meaning, he states that the writer has to properly involve the communicative purpose of the writing based the type of the text. The

communicative meaning of the writing has to be differentiated from the direct and indirect meanings. The writer also must correctly put the context culturally when writing. Finally, the use and the development of writing strategies, such as using paraphrases and synonyms, using feedback for revising and editing, soliciting peer and instructor feedback, assessing the audience's interpretation, writing fluency in the first drafts and using prewriting devices are really needed to produce better writing.

From the sub-skills and microskills mentioned above, it can be concluded that in writing there are two general main aspects. Those are about the accuracy and the communicative meaning underlying the writing. These two general aspects must be mastered by the students if they want to produce the better writing.

### **3. Stages in the Writing Process**

In producing any piece of writing, there is the process that the students go through. It means that there are some stages to produce the written product. As mentioned before by Brown (2001: 335), writing is not only the representation of the language but also the process from how to generate the ideas to the final product involving the activities of drafting and revising. Here comes the term writing process. According to Harmer (2004: 4) the writing process is the stages to produce the final written product which may be affected by the content and the medium. By the writing process, the students will get its benefit. Harmer (2001: 257) and Nation (2009: 114) state that the writing process helps the students to

understand the various and the different skills of writing. In line with this, Shih in Brown (2001: 335-336) proposes some benefits of the process approach as follows:

- a) focusing on the process of writing that leads to the final written products
- b) helping the students to understand their own composing process
- c) help them to build repertoires of strategies for prewriting, drafting and rewriting
- d) giving students time to write and rewrite
- e) placing central importance on the process of revision
- f) letting students discover what they want to say as they write
- g) giving students feedback throughout the composing process as they attempt to bring their expression closer and closer to intention
- h) encouraging feedback from both the instructor and peers
- i) including individual conferences between teacher and student during the process of composition

There are many experts who divide the writing process into some stages. Spratt, Pulverness and Williams (2005: 27) suggest the stages of the writing process as follows:

- a) brainstorming (thinking of everything we can about the topic)
- b) making notes
- c) planning (organizing our ideas)
- d) writing a draft (a piece of writing that is not yet finished and may be changed)
- e) editing (correcting and improving the text)
- f) producing another draft
- g) proof-reading (checking for mistakes in accuracy) or editing again.

The similar idea comes from Sokolik in Nunan (2003: 96-99) who proposes the steps of writing as brainstorming, wordmapping, quickwriting, drafting, revising, proofreading and editing. Brainstorming deals with listing all of the ideas related to the topic. Next, the activity of wordmapping can be done by creating the wordmaps and then writing the related words. Quickwriting is the activity of writing in a certain topic in a certain speed of time. In this stage, the

students are allowed to write their ideas without concerning for the grammatical patterns. They then identify and select the interesting ideas to be used in the first draft of their writing. The next phase is about drafting and revising. After developing the ideas, the students have to write the first draft and more focus on the ideas development, grammatical patterns and the organization. This first draft is then revised after it is commented by the teacher or peers. Before coming to the final draft, the students should do proofreading and edit their writing if necessary. The proofreading can be done by themselves or peers.

However, there are simpler stages of the writing process suggested by Harmer (2004: 4-6). These stages are commonly used in producing the writing in schools. In this writing process, the stages consist of planning, drafting, editing, and producing final version of writing. However, he uses the recursive approach which means that there is the process of recycling the previous steps such as re-planning, re-drafting and re-editing. This approach is represented by the 'process wheel' below.



Figure 1: **The Representation of the Process Wheel (Harmer (2004: 6)**

### 1. Planning

Planning is the same as thinking of what should be written. In the planning stage, the students have to pay attention to three aspects. First, they have to understand and consider their writing's goal because it will decide the text type which leads to the different style. Second, they have to think of whom their writing is for. The more different the readers are, the more different the language use will be. Finally, they have to decide the content structure of their writing.

### 2. Drafting

The first writing can be called a draft. The students might create many drafts in order to reach what they really want in their writing. From these drafts, they may amend them to get the final writing.

### 3. Editing

In the stage of editing, there are two processes of reflecting and revising. These processes need more skills because the students have to pay attention to the detailed elements such as words, grammatical structure and accuracy. In this step of editing, there is usually the feedback from others to meet the best revision.

### 4. Final version

After the draft is edited and revised, the students will come to the final product. However, this final version may be different from the first.

As it is stated before, the recursive approach allows the students to recycle the stages. It means that they may go back to the previous stage if they find their writing necessary to be re-drafted or re-edited.

In conclusion, the writing process is important for the students since it gives them benefits to understand and improve the skills when writing. From those three models of writing stages, the last model is more appropriate for the students of Class VIII F of SMP N Srandakan. It is because the stages are simpler and easier to be implemented than the others.

#### **4. Teaching Writing in Junior High Schools**

Teaching English in junior high schools is based on Curriculum 2006 (Education Ministry Decree No. 22/2006). It encompasses the graduate competencies, basic competencies and the standard of competencies. The realization of the curriculum applied in junior high schools is the use of the School-Based Curriculum. By the School-Based Curriculum, the teacher may develop their materials which are appropriate for the students' need as long as they are in line with the curriculum. The main goal of the teaching English in junior high schools is to enable the students to communicate both in spoken and written text in a certain literacy level. According to Wells in Curriculum 2006, the levels of literacy include the *performative, functional, informational and epistemic* levels. However, for junior high school students, they are only expected to reach the functional level. In this level, they should be able to communicate in the daily context both in spoken and written text. Furthermore, the scope of the English subject in junior high schools encompasses:

1. Discourse competencies, which deals with the competencies of understanding and/or creating oral and/or written text which is applied by the four skills: listening, speaking, reading and writing.
2. The competencies of understanding and creating various short functional and monolog text and essays in the form of *procedure*, *descriptive*, *recount*, *narrative and report*. The gradation of the materials appears in the use of the vocabulary, the grammar and the rhetorical steps.
3. Supporting competencies such as linguistics competencies, sociocultural competencies, strategic competencies and forming discourse competencies.

Based on the scope of the English subject in junior high schools above, it is clearly stated that the students have to learn *procedure*, *descriptive*, *recount*, *narrative and report*. However, the implementation of the materials transferred should be based on the standard of and basic competencies of the School-Based Curriculum. The standard of competencies and basic competencies of writing in the first semester of the eighth grade students of junior high schools are represented as follows.

**Table 1: The Standard of Competencies and the Basic Competencies of the Eighth Grade of Junior High School in the First Semester**

Standard of Competencies	Basic Competencies
<b>Writing</b> 6. expressing the meaning in the short functional text and short essay in the form of descriptive and recount text in the daily life context	6.1. expressing the meaning in the short functional text accurately, fluently and appropriately in the daily life context 6.2. expressing the meaning and rhetorical steps in the short essay in the form of descriptive and recount text accurately, fluently and appropriately in the daily life context.



## 5. Teaching and Learning Cycle of Writing

Since the materials for the English subject in junior high schools are related to text types, the teaching and learning method should be based on the genre approach. There are some models of teaching and learning cycle of the genre-based approach. One of the models is based on the model of Rothery (1996) in Emilia (2010: 50 & 2005) which consists of *Negotiating Field*, *Deconstruction*, *Joint Construction* and *Independent Construction*. Another model comes from Hammond et al. (1992) in Malakul and Bowering (2006: 331) which also has four stages. Those stages are *Building Knowledge of Field*, *Modeling of Text*, *Joint Construction of Text* and *Independent Construction of Text*. Although the two models have different terms, each stage has the same general purpose. However, the terms in the second model are more familiar and common for the curriculum of the English subject in Indonesia. Those four stages of teaching and learning cycle may be explained as follows:

### 1) Building Knowledge of Field

This stage deals with the process of building students' knowledge about what they are going to write. The purpose of the text is revealed in this phase. Therefore, the content of the topic will be the primary focus here. The activities of this stage also include the sharing time among the students and the teacher to share about what they already know about the text.

### 2) Modeling of Text

This phase allows the students to analyze the representative of the text, from the whole text up to its function, its generic structure, its clauses and its

grammatical features. Activities in this phase are very crucial because they will be helped to understand the text thoroughly. To make the students more understood, the teacher can give them some texts in the same genre and ask them to analyze the texts.

### 3) Joint Construction of Text

Joint construction provides a chance for the students to construct the text in groups before they write independently. During working in groups and discussing with peers, the students' critical thinking will be promoted. The teacher's role starts being reduced here.

### 4) Independent Construction of Text

This stage gives the students opportunity to write individually. It is the time for the students to apply what they have learned from the previous activities in class or in groups. During the process of independent construction of text, the teacher's role is gradually reduced. His/her role is just to supervise, encourage and advise them.

By the stages of the genre-based approach above, the collaborative technique was represented in the first, second and third stage without diminishing the nature of the fourth stage. The students worked in groups or in pairs and promoted their critical thinking during the writing process.

As mentioned before, the students should be able to produce any type of short and simple text. The process of writing, however, is a bit complicated for junior high school students. Therefore, the role of the teacher here is very

important to achieve the intended goals of teaching and learning writing. Harmer (2001: 261-262) suggests the role of the teacher as follows:

1. Motivator

Because writing is not easy to master, the teacher must motivate the students to make them more excited in joining the lesson. By creating a good atmosphere, suggesting them if they get the difficulties and encouraging them to do the best will make them motivated though they have to make maximum efforts.

2. Resource

While the students are writing, the teacher should be ready to give them help if they find it difficult in doing their writing, to offer advice and to give some suggestion if necessary.

3. Feedback provider

Feedback is crucial for the students because it relates to their affective aspect. As the feedback provider, the teacher has to give the positive response to the students' writing.

By the explanations mentioned above, it can be concluded that the teaching and learning writing in junior high schools are based on the School-Based Curriculum by which the eighth grade students in the first semester have to master the descriptive and recount texts. Because the students learn the text, the teaching and learning cycle should use the genre based approach. There are four familiar teaching and learning stages i.e. Building Knowledge of Field, Modeling of Text, Joint Construction of Text and Independent Construction of Text. Doing the teaching and learning cycle based on the genre approach is a bit difficult in

junior high schools especially in SMP N 2 Srandakan. Therefore, the teacher's role has a big portion in the success of the process.

## **6. Writing Assessment**

Assessment is a part of teaching that cannot be separated. Teaching will not be successful if there is no assessment. It is because assessment is sort of a continuing process that covers more general area. Assessment is not the same as tests. They are, however, a part of assessment that the teacher usually uses. Brown (2004: 4) notes "tests can be useful devices, but they are only one among many procedures and tasks that the teacher can ultimately use to assess students".

However, each language skill has different way to be assessed and writing skill is no exception. Weigle (2002: 1) states that as the role of writing is important for the students, there should be valid and reliable ways to test students' writing ability. Hughes (1989) in Weigle (2002: 1) proposes that "the best way to test people's writing ability is to get them to write". In assessing the students' writing, it needs a means namely writing scoring rubric. The writing scoring rubric is used to help the teacher to respond and assess the students' writing easily. One of the scoring rubric models is proposed by Jacobs et al. (1981) in Weigle (2002: 116). The summary of the categories and the range of the scores are represented as follows (see pages 38-40 for the detailed writing scoring rubric).

**Table 2: The Outline of the Writing Scoring Rubric Adapted from Jacobs et al. (1981) in Weigle (2002: 116)**

<b>The Writing Aspect</b>	<b>The Score Range</b>
Content	13-30
Organization	7-20
Vocabulary	7-20
Language Use	5-25
Mechanics	2-5

In the detailed scoring rubric, the students' writing is assessed based on the detailed criteria of five writing aspects and the score range above. In conclusion, assessing the students' writing is crucial. The writing scoring rubric is therefore needed as a means to assess the students' writing especially to emphasize on their weaknesses and strengths.

## **7. Definitions of Collaborative Writing**

The term collaborative writing comes from the nature of Vygotsky's theory of social development and constructivism. Cameron (2001: 6) states that in Vygotsky's theory, development and learning cannot occur without the social context. The social factors therefore affect the process of someone's learning. Bruner in Cameron (2001: 8) also highlights that the cognitive aspect grows from the social communication. Those statements above help to enlighten the positive point to use collaborative writing in the teaching and learning process of writing. According to Dale (1996: 65), collaborative writing gives both the cognitive and social aspects which allow the students to write together so that there will be many activities of planning, revising and negotiating. He also adds that

articulating and discussing the ideas, even providing the feedback from peers will help the students in the process of writing

In line with this, Fung (2006: 4) shows that collaborative writing involves not only the activities of working in group from the beginning to the production of the final written text but also the points of resources pooling, sharing, negotiating and decision making. It means that each student will have the same role to construct the text during the writing process. In the process of constructing, they might give the feedback as the result of sharing.

Another view comes from Fontaine and Hunter (2006: 23-24) who point the term assistance in their discussion of collaborative writing. Their opinions about the assistance in collaborative writing come from the theory of Jerome Bruner developing on Lev Vygotsky's theory of Zone of Proximal Development or ZPD. They state that collaborative writing involves the term 'scaffold'. Doing collaborative writing needs the assistance to accomplish together what the other writers cannot do alone. Yarrow & Topping in Graham and Perin (2007: 16) show that in collaborative writing the one who has a higher achievement will be the helper to assist the students who has a lower achievement.

From the definitions above, collaborative writing can be defined as a technique in doing writing which involves more than one student or writer. However, it is not only the process of writing in pairs or groups. In the process of collaborative writing, it includes the cognitive and social aspects. Those cognitive and social aspects are done by the activities of planning, decision making, sharing, negotiating, revising and feedback providing. In doing collaborative writing, the

students work together to produce any piece of writing from the beginning of the writing process up to the end. In the teaching model of the genre-based approach, however, the process of collaborative writing only occurs in the first stage up to the third stage. During the process, the students' role is the same as the others.

## **8. Activities in Collaborative Writing**

There are some activities which can be done in implementing collaborative writing. Harmer (2004: 73) proposes some activities related to successful collaborative writing.

### **1. Using the Board**

Having students write on the board allows the other students to engage in. There are two activities how the board can be used in this way, i.e. sentence by sentence and dictogloss. In the sentence by sentence activity, after the student writes on the board, the other students may correct, suggest, or alternate. The focus of everyone can be drawn in this activity. Moreover the sharing time will also be achieved. Then, dictogloss activity allows the students to re-create the text that the teacher reads in pairs or in groups. It is beneficial to the vocabulary acquisition. In addition, the students' attention will focus on the certain language item. The teacher may randomly divide the class into groups of three or four and then they may discuss what should they write in re-creating the text. The group's written product then can be stuck on the board and compared.

## 2. Writing in Groups or Pairs

Writing in groups or pairs allows each student to engage in creating the written text. There will be also a scribe by whom the other students may focus on the language, think of the text being written and do the evaluation. The discussion, negotiation and the activities of making the decision, sharing and giving feedback will emerge. There are some activities that can be done in writing in groups and pairs, ‘rewriting (and expanding) sentences’, ‘First lines, last lines’, ‘Direction, rules instruction’ and ‘story reconstruction’. In ‘rewriting (and expanding) sentences’, the teacher gives a stereotypical statement and asks the students to amend it to reflect the opinions of the group. Meanwhile the ‘First lines, last lines’ activity allows the students to construct the written text collaboratively based on the first line and the last line of the written text given by the teacher. Then, ‘Direction, rules instruction’ is more suitable for the intermediate level above. It allows the groups to create instructional text for others. The last is about ‘story reconstruction’. The story reconstruction allows the groups to have a different picture and they have to construct the written text together and remember it. After that, they have to be regrouped and have to reconstruct a new written text based on what they have written previously based on the entire sequenced pictures.

In conclusion, both activities of using the board and working in pairs or groups involve the process of focusing on certain features of writing skills. Producing good writing, however, is a bit difficult. The students have to pay attention to specific features in detail. Those two activities in collaborative writing



therefore bring the students to experience the interesting activities by which they still get its benefits.

## **9. Benefits of Collaborative Writing**

The benefits of collaborative writing are related not only to the product of writing but also to the process of writing itself. In the studies by Storch (2005), Storch (2011) and Elola (2010), they found that doing the writing process with the partner/s produced the better result than writing individually. Moreover the participants more liked working collaboratively because they got more extra editing assistances from the others. In this case, collaborative writing has some benefits for the students in terms of improving writing.

Mulligan and Gorofalo (2011) divide the advantages of collaborative writing into five categories, i.e. the social skill development, stress reduction and time-saving benefits, motivational effects, improvement in the content of their writing, in grammatical and structural proficiency. For the social skill development, the students can develop their responsibility and help them to get along with others even help them to know their classmate better. In the extent of stress reduction and time-saving benefits, they feel less depressed to do their writing and save their time because they work together. The motivational benefits come from the partners who make them more motivated in writing. Next, in the aspect of improvement in the content of writing, the students will have negotiation and the sharing time by which they can decide the topic and strengthen the quality of the written text. The last is about gaining in grammatical and structural

proficiency. It is clear that by collaborative writing the peer feedback will help the students to notice the grammatical mistakes which another student doesn't realize them.

In line with this, Storch (2005) and Storch (2011) note some benefits of collaborative writing. He divides into 5 aspects, i.e. articulating the uncertainties, providing suggestions, countering suggestions, explaining and giving and receiving feedback. Collaborative writing allows the students to engage in and interact with the others in the different aspect of writing. It means that the students might have different point of views and might discover the ideas together. It also encourages the students when constructing the text with the efficient time. Moreover, it allows the students to give to and receive feedback from the other members of the group in which the grammatical mistakes are always commented.

## **10. Feedback**

The students' writing products are also influenced by the way the teacher gives feedback. Nation (2009: 115) states that the writing feedback is important to encourage students to produce the good writing product. It means that feedback is important in the process of writing. In giving the feedback, Harmer (2001: 110) proposes some techniques for the teachers as follows:

### **1. Responding**

In this type of feedback, the teacher might respond the students' writing by saying how the text is, what the teacher likes about the text, what the teacher feel when reading the text, how successful it is, how to improve the text and how the

students can do for the next writing. The teacher might respond through writing a letter for each student to reach the effective result. By giving such feedback, the students will be easy to know their weaknesses in writing privately. Moreover, they can improve their writing to be better as it is said in the teacher's comment.

## 2. Coding

The teacher can use coding which can correct the students' writing directly in the body of it. It seems more helpful because it is neater and less threatening. Moreover, the teacher can correct the students' writing in detail, spelling, verbs, pronouns, word order, etc. To make this type of feedback more efficient, the teacher should use 'focusing'. It allows the students to increase their concentration in a particular aspect of language because the teacher only focuses in a certain aspect when correcting students' writing, e.g. the word order.

Those two techniques of giving feedback above come from the teacher. There are, however, other resources of feedback in the teaching and learning writing. Nation (2009: 139) and Harmer (2004: 109-117) propose three resources of feedback, the teacher, peer and self. The peer feedback is useful to work collaboratively when they are in the group work. They will find they are as the collaborators rather than the evaluators. It also helps them to reduce the teacher's load because sometimes they are passive to the teacher's response. In the self-feedback, the metacognitive awareness can be built. However, the teacher should train them to build their awareness to meet the benefit.

In conclusion, the feedback of the students' writing may come from the teacher, peer or the writers themselves. In the collaborative writing activities,

however, the peer feedback becomes the most important point. It is because the peer feedback will be more effective and easier to be understood by the students. This also happened in Class VIII F SMP N 2 Srandakan in which the students were more comfortable and understood in receiving and giving the peer feedback.

## **B. Related Studies**

The research findings about the use of the collaborative writing technique in teaching writing may come from the researchers around the world. Elola (2010) showed in her research findings on collaborative writing that there was the difference between the results of the students' writing when working individually from working collaboratively. Based on her findings, there were three major aspects related to the students' writing ability such as accuracy, fluency and complexity which improved through collaborative writing. Related to the accuracy, they improved their grammatical accuracy by polishing their essays during their process of writing. They also improved their writing in the aspect of fluency by more focusing on and increasing their quality of their writing. Meanwhile, in the aspect of complexity, those who work collaboratively had more complex structure than those working individually.

Storch (2005) also concluded that the students produced better writing when they work in pairs or groups. He proposed three aspects as well i.e. accuracy, complexity and task fulfillment. In the aspect of accuracy, he found that the students working in pairs produced more grammatical accuracy. Meanwhile, in terms of complexity, he stated that the students working collaboratively

produced more linguistically complex texts. In addition, they had a clearer focus towards their writing when they work in pairs. Moreover, collaborative writing also afforded them the opportunity to pool ideas and provide feedback to each other.

From the two studies above, it can be concluded that the students' writing products will be better when they work collaboratively than individually. Therefore, collaborative writing plays a positive role to improve the students' writing ability.

### **C. Conceptual Framework**

Writing is one of the productive skills which mainly functions to communicate with others or with the writer her/himself. In the pedagogical area, based on the standard of competencies and the basic competencies in the School-Based Curriculum, the junior high school students have to master the writing proficiency. In addition, most English examinations are administered by asking them to write. However, based on the researcher's observation in Class VIII F of SMP N 2 Srandakan, the students' writing ability did not meet the expectation. They lacked in terms of content, vocabulary, grammar and mechanics.

Looking at the occurring problems in Class VIII F of SMP N 2 Srandakan related to the students' writing ability, the researcher is interested in using collaborative writing to improve the students' writing ability. She expected that by using collaborative writing, the students could produce the better result of writing. It is because collaborative writing allows them to work with other friends, to share

the ideas and to help each other to construct the written text. They can also negotiate, make the decision together and give feedback to each other. By collaborative writing, the process of writing can be more fun and easier. Furthermore, they can be able to produce better writing.

Based on the explanation above, the researcher therefore decided to use collaborative writing to solve the problems in improving the students' writing ability.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter gives information about how this research is conducted. It consists of explanations of the research design, the research setting and participants, time of the research, data collecting instruments, data collecting techniques, data analysis, validity and reliability of the research and the procedure of the research.

#### **A. Design of the Research**

The design of this research is classroom action research. According to Burns (2010), classroom action research mainly aims at solving the problems of the learning and teaching process that have been identified before by carrying out an action. The action therefore will lead to the changes and the improvement based on the problematic issues that are drawn before. In line with this, Lodico, Spaulding and Voegtle (2010) show another characteristic of action research; the collaboration is needed. It means that researcher must involve the collaborator to avoid the personal biases. In this research, the researcher asked the English teacher and a friend as the collaborators. However, the researcher's friend only helped her to document the teaching and learning activities.

In this action research, there was a procedure to be followed. The procedure was based on the cyclical model by Kemmis and McTaggart (1988) in Burns (2010: 9) consisting of four general steps: planning, action, observation and

reflection. In this cyclical model, Cycle I was continued to Cycle II if there was no improvement of the result and so on. The following figure represents the cyclical model by Kemmis and McTaggart.

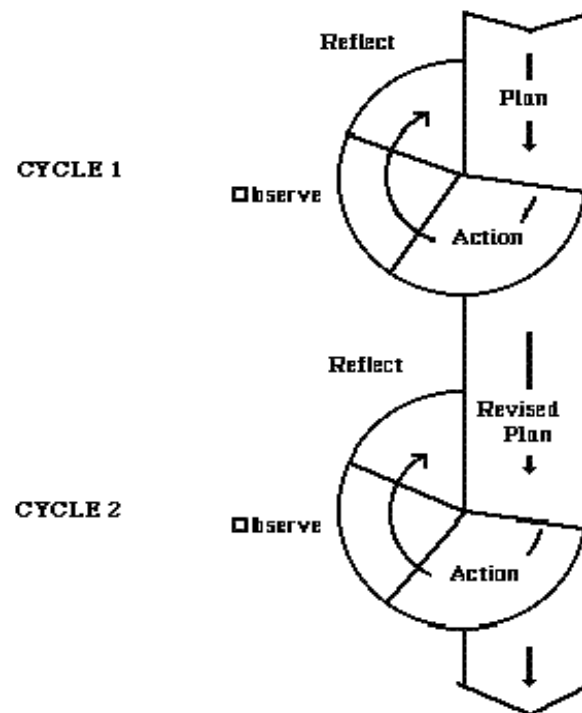


Figure 2: **Cyclical AR Model Based on Kemmis and McTaggart (1988) in Burns (2010: 9)**

## **B. Research Setting**

This research was conducted in SMP N 2 Srandakan located at Godegan, Poncosari, Srandakan, Bantul. This school has eighteen classes or six classes for each grade. The location is far enough from the main road so the atmosphere is quiet and conducive for the teaching and learning activities. This school also has many facilities such as a library, a laboratory, an art room, basketball and volleyball fields, a hall, a mosque, toilets, canteens, parking lots, comfortable



classrooms, a teachers' room, a headmaster's room, LCD projectors, a radio and computers. There are 37 teachers and four of them are English teachers.

### **C. Subjects of the Research**

The main subjects of this research were 24 students consisting of 14 female and 10 male students of Class VIII F of SMP N 2 Srandakan in the academic year of 2013/2014. They were 13 and 14 years old. They were in the first semester when this research was conducted. The researcher chose the students of Class VIII F as the research subjects because she found some problems related to their writing ability.

### **D. Time of the Research**

This research was conducted for eight meetings from September 13<sup>th</sup> to September 30<sup>th</sup> 2013, including the pretest and the posttest. Each cycle of the research was conducted in three meetings on Monday, Friday and Saturday. In one cycle, there were two meetings which lasted 2 x 40 minutes on Monday and Saturday and one meeting which lasted 1 x 40 minutes on Friday. The meetings started at 7.40 a.m. on Monday, at 8.35 a.m. on Friday and at 7 a.m. on Saturday.

### **E. Data Collecting Instruments**

In collecting the data, the researcher used some instruments such as field notes, observation checklists, interview guidelines, questionnaires, writing tasks and writing tests.

### 1. Field notes

The field notes helped the researcher to complete the data of the research. The process of teaching and learning was recorded here. It documented the students' weaknesses, obstacles and behavior during the teaching and learning process. Hence, the researcher easily monitored the students' progress in their writing skill.

### 2. Observation Checklists

The observation checklists were used to check whether collaborative writing was well applied or not during the teaching and learning process. Therefore, it gave the researcher information related to the implementation of collaborative writing. Both the researcher and the collaborator filled the observation checklists by putting a tick on the column of the statements related to the process of teaching and learning writing.

### 3. Interview Guidelines

When the researcher conducted the interviews with the students and the English teacher as the collaborator, the interview guidelines were used to help the researcher to focus on the questions or data needed in this research study. The interviews therefore were in the right procedure.

### 4. Questionnaires

Questionnaires were used to get the information from the students because of the limited time to interview all students. In this research, open-ended questionnaires were used.

## 5. Writing Tasks and Writing Tests

The writing tasks helped the researcher to get information about the students' writing skill after the implementation of the collaborative writing technique. There were two writing tasks at the last stage of the teaching and learning cycle. Both writing tasks were used to show the students' improvement after the implementation of the action.

The writing tests, however, showed the researcher whether the students made the improvement of their writing or not during the whole action of the research. The pretest and posttest therefore were administered.

## F. Data Collecting Techniques

In this research, the data were collected by using some techniques as follows.

### 1. Interviews

The researcher interviewed the English teacher as the collaborator and the students of Class VIII F as the research subjects. The interviews were done before the pretest and after the posttest. In addition, to meet the important point which might be useful for the next action, the interviews were also done on each cycle. The types of the interview were guided and open-ended interviews.

### 2. Classroom Observation

The researcher and the English teacher as the collaborator observed the teaching and learning process in Class VIII F and the students' progress during

the action. The observation checklists were used to help the observer to focus on the data needed in this research.

### 3. Evaluation of the Students' Writing

The researcher gave two writing tasks and two writing tests for the students. The first task was conducted after the first action while the second task was given after the second action. The first test was conducted at the beginning of the research as the pretest. Then the last test was done at the end of the cycle as the posttest. After that, the researcher evaluated all students' writing to see whether the students made the improvement or not. The writing scoring rubric by Jacobs et al. (1981) in Weigle (2002) was used to evaluate the students' writing.

## **G. Data Analysis**

In analyzing the qualitative data, the researcher used the steps suggested by Burns (2010) as follows:

### a) Assembling the Data

The researcher collected the data such as field notes, interview transcripts, the result of the observation, the questionnaire, the students' writing tasks and tests. The researcher then developed the big picture of all of the data.

### b) Coding the Data

After developing the big picture of the data, the researcher coded the data into more specific categories. The data were categorized into two sources, i.e. qualitative data and quantitative data. The qualitative data were collected through

the observations, interviews, open-ended questionnaires and field notes. Meanwhile, the quantitative data were from the students' writing tasks and tests.

c) Comparing the Data

After categorizing the data was done, the researcher then compared the data. In this research, the researcher compared the data of the interview transcripts to the data of the questionnaires. It was done to make sure whether the students gave the same response or not.

d) Building Meanings and Interpretations

In this step, the researcher deeply thought about the meanings of the data and then interpreted it. The researcher might come back to the data several times to pose questions, think of the connection and develop the explanations of the research's meanings. In this step, the researcher and the English teacher as the collaborator shared the opinion in building the meanings and interpreting the data. It was useful to meet the trustworthiness of the research and to avoid the researcher's subjectivity.

e) Reporting the Outcomes

The last step of the data analysis is presenting the research and the research findings.

Regarding the quantitative data, the researcher analyzed the students' writing in three ways. The first was by the use of the mean scores of the students' pretest and posttest and the students' tasks after they got the action. The mean scores were obtained by dividing up the students' total scores with the number of the students. The higher the empirical mean, the higher the level of the students'

achievement will be. The researcher also compared the students' pretest and posttest scores by using a t-test to know whether there was a significance difference which showed the students' improvement. SPSS 16 was used to do the t-test. The last was through standard deviations. Standard deviations give more trusted information about the heterogeneity or homogeneity of a group. The higher the empirical standard deviations, the more heterogeneous the group will be, while the lower the empirical standard deviations, the more homogeneous the group will be. In this research, the empirical standard deviations were used to see the variability of the students' writing achievement.

Before analyzing the students' mean scores, the researcher evaluated the students' writing in the pretest, the final task in Cycle 1, the final task in Cycle II and the posttest using the writing scoring rubric by Jacobs et al. (1981) in Weigle (2002: 116). Here is the representation of the writing scoring rubric.

**Table 3: Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002: 116)**

<b>Aspect of Writing</b>	<b>The Range of the Score</b>	<b>Level</b>
<b>CONTENT</b>	30-27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject – little substance – inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate

(Continued)

(Continued)

<b>Aspect of Writing</b>	<b>The Range of the Score</b>	<b>Level</b>
<b>ORGANIZATION</b>	20-18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing - cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	VERY POOR: does not communicate – no organization – OR not enough to evaluate
<b>VOCABULARY</b>	20-18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured
	9-7	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
<b>LANGUAGE USE</b>	25-22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

(Continued)

(Continued)

Aspect of Writing	The Range of the Score	Level
	17-11	FAIR TO POOR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rule – dominated by errors – does not communicate – OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate
Highest Score : 100 Lowest Score : 34		

## H. Validity and Reliability

There were two types of data in this research namely qualitative and quantitative data. According to Anderson et al. in Burns (1999: 161-165), to make the qualitative data valid, there are five kinds of validity: democratic validity, outcome validity, process validity, dialogic validity. There are also some kinds of trustworthiness of the qualitative data such as time triangulation,



investigator triangulation, space triangulation and theoretical triangulation (Burns, 1999: 163-164). However, because of the limited time and space, the researcher only used four types of validity and two types of triangulation.

#### 1. Democratic Validity

Democratic validity is related to the point to which research is truly collaborative. In this research study, the democratic validity was done by involving the collaborator in doing anything related to this research. From the identification of the problem up to the interpretation of the research findings, the researcher and the collaborator always discussed and made the decision together.

#### 2. Outcome Validity

Outcome validity deals with the notion of action leading to outcomes of the research. The outcome validity of this research could be seen in the reflection stage. If there were some improvements in the students' writing ability, it could be said and decided that the research was successful.

#### 3. Process Validity

Process validity raises the questions about the process of conducting the research. In fulfilling the process validity, the researcher did the classroom observation, interviewed the students and the English teacher and delivered the questionnaires to the students.

#### 4. Dialogic Validity

Dialogic validity is related to the extent to which the research is conducted to reflective dialogue with friends or other participants. The dialogic validity of this research was done by asking the English teacher as the collaborator. After the

cycle was done, the researcher collaborated with the collaborator to review the action implemented.

To get the trustworthiness of this research, the researcher used the triangulation techniques as follows.

#### 1. Time Triangulation

The data are collected at a different point in time to know what the changes are. In this research the researcher collected the data about the students' writing ability improvement through the pretest, writing task Cycle I, Cycle II and then the posttest.

#### 2. Investigator Triangulation

There is more than one observer in one setting to avoid the observer's bias. In this research, there was a collaborator who observed the activities during the research. He also contributed in making meaning of and interpreting the data.

Dealing with the quantitative data, the researchers used construct validity and inter-rater reliability proposed by McKay (2006: 12). Construct validity deals with the instruments used which measure the construct of the research. In this research, the researcher used writing tests to assess the students' writing ability. Meanwhile, inter-rater reliability of this research was done by involving the researcher and the English teacher as the collaborator to observe the quantitative data. The quantitative data here were the students' scores. Both the researcher and the collaborator analyzed their writing using the same writing scoring rubric. The scores then were correlated by using Pearson product moment correlation

coefficient to see whether the data were reliable or not. In analyzing the data, SPSS 16 was utilized.

## **I. Procedure of the Research**

In conducting this research study, there were five structural steps in the procedure namely thematic concern-reconnaissance, planning, action, observation and reflection. Each step was elaborated as follows:

### **1. Thematic Concern-Reconnaissance**

Before doing this research study, the researcher did the reconnaissance step by observing the teaching and learning process of writing in SMP N 2 Srandakan. Not only the teaching and learning process, the researcher also administered the pretest about the descriptive text and then observed the students' writing they had done in the pretest. The observation was done to gather information and identify the factors and problems occurring. After observing the teaching and learning process of writing and the students' writing, the researcher interviewed some students and delivered questionnaires. Then, she also interviewed the English teacher related to the students' problems in writing. After that, the researcher discussed all information gathered related to the students' writing with the collaborator, the English teacher, to meet the best result regarding the problems. Based on the data collected and the result of discussion, the researcher then formulated the problems occurring in the teaching and learning process of writing and in the student' writing product.

## 2. Planning

Based on the problems selected in the reconnaissance, the researcher made a plan of action to solve the problems of the writing ability of Class VIII F students of SMP N 2 Srandakan. This step was done to find out a strategic plan to solve those problems. The researcher therefore used collaborative writing to solve the problems occurring related to the students' low writing ability.

In this research, Cycle I would be continued to Cycle II if the research was not successful yet. Each cycle consisted of three meetings and used one lesson plan. The data needed were the field notes, the result of the observation from the researcher and collaborator, the result of the interviews with the students and the collaborator, questionnaires and also the result of the students' writing tasks and tests in the pretest and posttest.

## 3. Action

The implementation of the plan of action was done in this step. The researcher implemented the use of the collaborative writing technique to improve the students' writing ability. In addition, the teacher as the collaborator took notes in the backside of the class to observe the students' behaviour and reaction during the activities. The researcher was also helped by another collaborator to document the pictures and at times helped her to record the students' dialogues during the teaching and learning process.

## 4. Observation

In this phase, the researcher gathered all information needed through the observation and interviews. Both the researcher and the collaborator observed all

the things happening in the class especially the effects of the action. The interviews were done to see the opinions about what had been done.

## 5. Reflection

After Cycle I was done, there was an evaluation about the use of collaborative writing in improving the students' writing ability. The data collected based on the observation and interviews were considered here. The researcher also analyzed the results of students' writing in the pretest and the last meeting of Cycle I. The mean scores of the students' writing in the pretest and the last meeting of Cycle I was compared to see the students' writing improvement. The collaborator gave his contributions to the reflection of the action implemented. If there were still some difficulties found by the students, the unsuccessful things were modified into the more suitable ones to be applied in Cycle II. However, the successful action were used and reapplied in the next cycle. After Cycle II was over, the researcher and the collaborator did the reflection about the implementation of the action again. After showing the good findings, they then administered the posttest. The mean scores of the pretest, the writing task in Cycle I and Cycle II and the posttest then were compared to know the students' writing ability improvement. Before getting the mean scores, the researcher and the collaborator evaluated the students' writing first by using the scoring rubric mentioned in the previous explanation. To obtain the reliability, the scores by them were correlated by using Pearson product moment correlation coefficient. The scores then were divided up with the number of the students. To see the improvement, the students' scores of the pretest and the posttest then were

compared by using the t-test. In conducting the t-test and in getting the correlation coefficient, the researcher used SPSS 16. The standard deviations were also used to see the variability of the students' achievement.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

There are some sub-chapters in this chapter. The first one presents the reconnaissance step. The second is the report of Cycle I. The next discusses the report of Cycle II. The third is the scores of the students' writing during the teaching and learning process. The last but not least is the discussion.

#### **A. Reconnaissance**

In this step, there were some activities conducted. First, the observation towards the teaching and learning process of the descriptive text in Class VIII F of SMP N 2 Srandakan was done. Second, the English teacher and the students were interviewed to get the information related to the problems. Third, the pretest was administered. Next, the questionnaires were carried out to strengthen the findings of the general problems. Finally, the discussion with the collaborator was done.

##### **1. Identification of the Field Problems**

In order to identify the occurring problems, the researcher did the observation about the teaching and learning process of the descriptive text. After that, she delivered questionnaires, interviewed the English teacher and the students of Class VIII F of SMP N 2 Srandakan and then administered the pretest on September 13<sup>th</sup>, 2013. From those activities, she and the English teacher as the collaborator found several problems. After discussing with collaborator, the problems identified related to the students were represented as follows.

Table 4: **Problems Related to the Students of Class VIII F of SMP N 2 Srandakan**

No	Problems Found	Explanation
1	The Students' Interest towards the Teaching and Learning Process of Writing	<ul style="list-style-type: none"> <li>• The students chose to talk to and played with their friends instead of doing the tasks.</li> <li>• The students felt that English was the difficult subject.</li> </ul>
2	The Students' Writing Ability a. Content	<ul style="list-style-type: none"> <li>• The students did not know what they would write.</li> <li>• The students were not confident enough to start writing.</li> </ul>
	b. Vocabulary	<ul style="list-style-type: none"> <li>• The students had limited vocabulary.</li> <li>• The students lacked the word form mastery and word choice.</li> <li>• The students rarely consulted the words to the dictionary.</li> <li>• The students imitated the ideas from books or from their friends' work.</li> </ul>
	c. Grammar	<ul style="list-style-type: none"> <li>• The students' sentence structure was influenced by the Indonesian language writing style.</li> <li>• The students did not put the verbs in their sentences.</li> <li>• The students did not put the subjects in their sentences.</li> <li>• The students put double verbs in their sentences.</li> <li>• The students did not put additional s/es for the singular subject, <i>he, she, it</i>.</li> <li>• The students misused the verbs for certain subjects like <i>I, you, they, we and he, she, it</i>.</li> <li>• The students got the difficulty to make the noun phrases.</li> <li>• The students got confused in using pronouns.</li> </ul>

(Continued)



(Continued)

No	Problems Found	Explanation
	d. Mechanics.	<ul style="list-style-type: none"> <li>• The students at times forgot to use the full stop and capital letters.</li> <li>• The students used the small letters at the beginning of their sentences.</li> <li>• The students wrote the wrong spelling of the words.</li> </ul>

## 2. Identification of the Selected Problems

From the problems identified above, the researcher and the collaborator specified the broad problems into the more specific one. They decided to focus on and to solve the problems related to the students' writing ability that were necessary and practical to be done. The selected problems were presented as follows:

### 1) The Problems of Content

From the result of the classroom observation and the interviews with the students and the English teacher in the thematic-concern reconnaissance, the researcher found that the students still got difficult to generate their ideas. They did not know how to start their writing and what to write by themselves.

Here is the result of the interview with the students showing their problems related to the content of their writing.

R : *Kok tadi Miss lihat kalian masih susah buat mulai sama nulisnya dek?*  
(I saw that you took a long time to start and write. Why?)

S1 : *Iya e Miss. Soale bingung mau nulis apa Miss.*  
(Well, I still got confused what to write, Miss.)

R : *Trus yang lainnya kenapa?*  
(What else?)

S2 : *Nganu Miss, Nggak tau Bahasa Inggris ki opo gitu Miss, dadine yo bingung. Hehehe.*

(I did not know about the English words, Miss. It made me confused)

(Interview Transcript 6 /13-09-13 / pp.133-134)

The result of the interview with the English teacher also reflected the same conclusion. The interview transcript is represented as follows.

- R : *Kalau anak-anak disuruh menulis biasanya apa Pak kesulitannya?*  
(What are the students' difficulties in writing, Sir?)
- T : *Kalau kesulitan banyak Mbak. Dalam hal apa?*  
(So many. In what aspect?)
- R : *Kalau yang berhubungan dengan isi tulisan Pak?*  
(How is about the content? Is there any problem?)
- T : *Wah, kalau itu kebanyakan masih bingung dalam menuangkan nya Mbak soalnya kan mereka banyak yang belum menguasai kata, jadi mereka mau nulisnya juga bingung.*  
(Most of them still get confused in generating their ideas and it is because of their limited vocabulary. They therefore find it difficult to start writing.)  
(Interview Transcript 9 / 14-09-13 / pp.135-136)

In addition, the result of the questionnaires also showed that the students had the problems related to the content of their writing. Twenty two of the twenty four students said that they were not confident to write while two of them said that they were confident enough to write in English.

By doing the observation, interviewing the students and the teacher and delivering the questionnaires to the students, the researcher had fulfilled the validity of the research, namely democratic validity, process validity and the dialogic validity.

## 2) The Problems of Vocabulary

Based on the interview with the teacher, the students still found the difficulty in the aspect of vocabulary. Moreover, he said that their vocabulary mastery was still low. The interview transcript with the teacher is represented below.

- R : *Kalau mengenai vocab anak-anak pak?*  
(What about the students' vocabulary, Sir?)

T : *Masih kurang mbak, bahkan bisa dikatakan sangat kurang. Pernah waktu itu saya tes vocab anak-anak tapi sebelumnya tidak saya beri tahu dulu..dan hasilnya ada yang sangat sedikit sekali meskipun ada yang lumayan banyak.*

(Their vocabulary mastery is low, even very low. I have ever administered a sudden quiz about the vocabulary. Many of them only wrote a few words though there were some who wrote many words. )

(Interview Transcript 9 / 14-09-13 / pp.136)

In addition, the students' writing in the pretest also showed that they still lacked vocabulary mastery. The followings are the excerpts of the students' writing in the pretest.

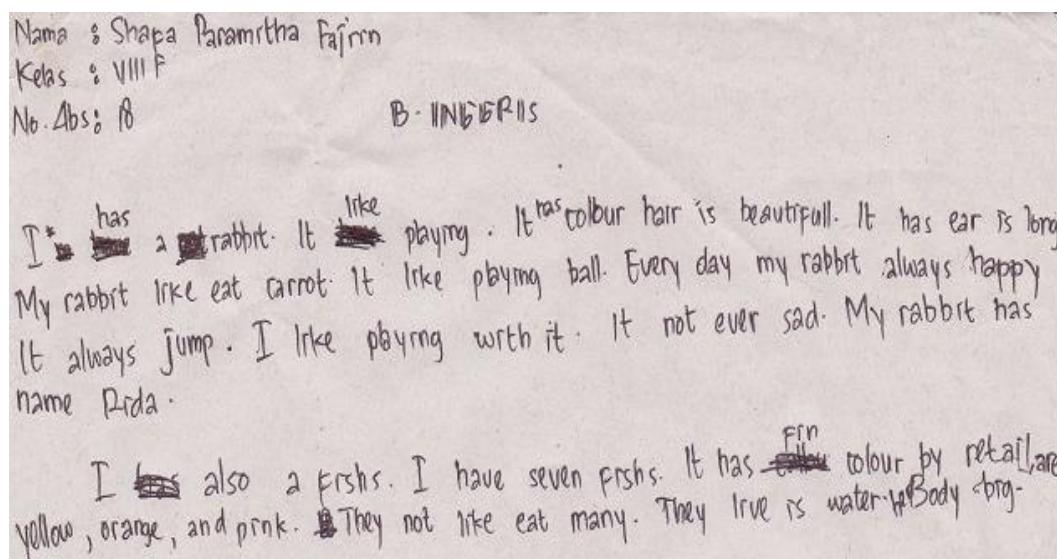


Figure 3: The Student's Writing in the Pretest (1)

The excerpt above showed that the student misused the vocabulary. She wrote *like eat* which it should be *like eating*. In this mistake, she lacked the word form. She also wrote *a Fishs* and also *seven Fishs*. She misused the plural form of fish by adding s and treated it as the usual plural form. She also wrote **retail** which was did not correlate with the others words. She misused the appropriate register then.

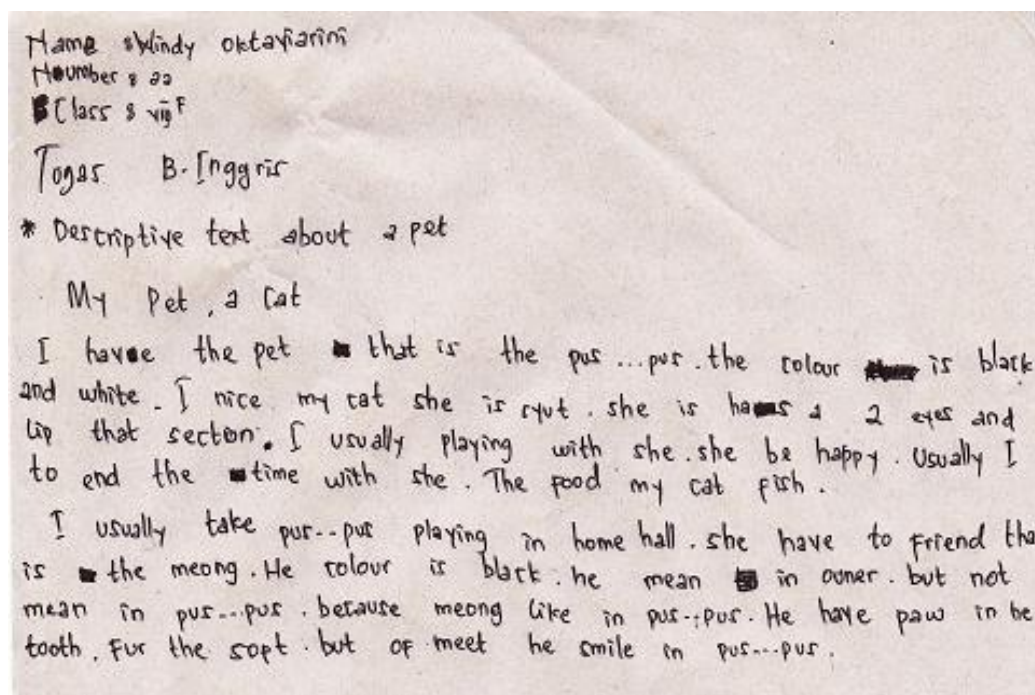


Figure 4: The Student's Writing in the Pretest (2)

Based on the excerpt above, the student also made some mistakes in the aspect of vocabulary. She misused the word *nice* as the verb in the sentence *I nice my cat she is cyut*. She also wrote *section* by which she probably meant *sexy*. She maybe looked it up in the dictionary and found *seksi* which was *section* and just wrote it down. She also wrote *home hall* by which she meant *house hall*. Moreover she did not use the appropriate choice of the word, i.e. *paw* in the sentence *He have paw in he tooth*.

In addition, the result of the questionnaire also represented the students' problems. Almost all of them said that their vocabulary mastery was low. There were sixteen students said they knew a few English words. Meanwhile, five of them said that their vocabulary was fair. The last, three of them said that their English vocabulary was quite many.

### 3) The Problems of Grammar

After administered the pretest, the researcher and the collaborator analyzed the students' writing. Based on the analysis, they found some problems related to grammar. First, their sentences were still influenced by the Indonesian language writing style and therefore the word formation was often mixed up. Next, they often misused the verbs and pronouns. Besides, they often wrote the sentences without putting the verbs. The examples of the student' mistakes in the aspect of grammar can be seen as follows.

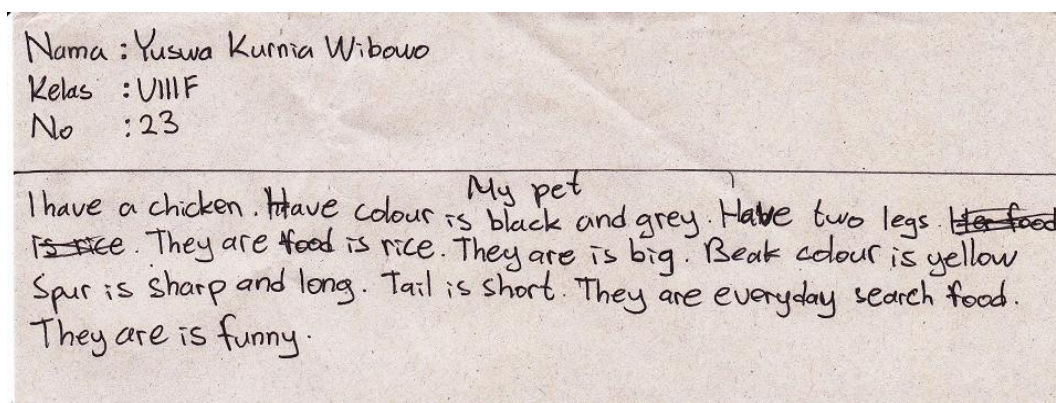


Figure 5: The Student's Writing in the Pretest (3)

Based on the excerpt above, it could be seen the students' problems in the aspect of grammar. Almost all of the sentences he made were wrong except the first sentence stating *I have a chicken*. He wrote the sentences without putting the subjects in them, for example, *Have colour is black and grey* and *Have two legs*. In these two sentences, he was still influenced by their language writing style which they meant *mempunyai warna hitam dan abu-abu* and *mempunyai dua kaki*. Referring to the verb agreement, he wrote double auxiliary verbs, for example, *They are is big* and *They are is Funny*. He seemed got confused to use the auxiliary verbs. Another example was in the sentence of *They are everyday*

*search food*. He used two verbs in one simple sentence. He also missed some pronouns in the sentences *Beak colour is yellow, Spur is sharp and long, Tail is short*. By the missing pronouns, his sentences became ambiguous.

Another example of the students' mistakes in the aspect of grammar in the pretest can be seen in the following excerpt.

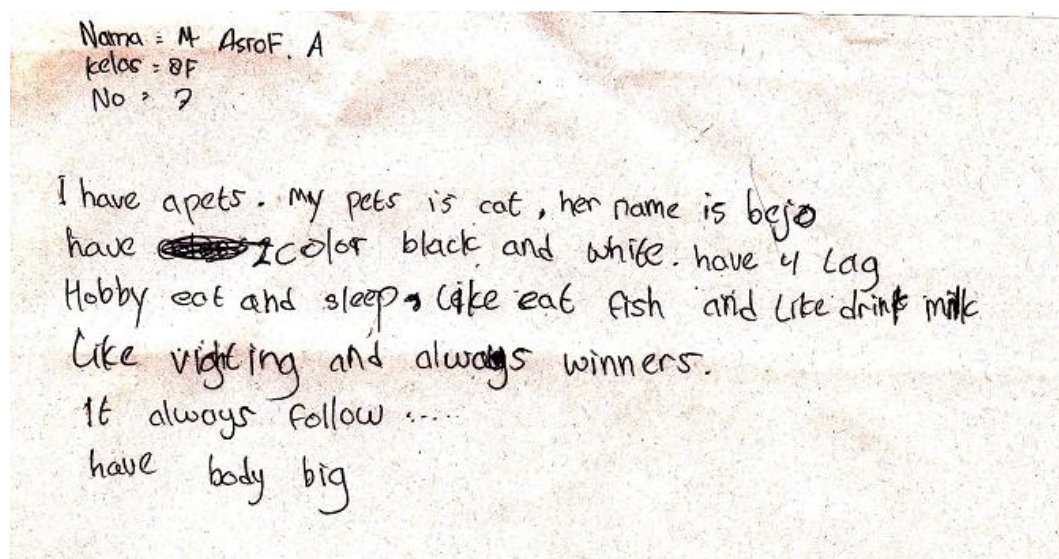


Figure 6: The Student's Writing in the Pretest (4)

In the excerpt above, the student also did not put the subject in his sentences, for example, *have 2 color black and white, have 4 lag, like eat fish and like drink milk, like vighting and always winners* and *have body big*. He was also influenced by his language. Moreover, he did not add *s* in the verb of which subject was *it* like in the sentence *It always follow*. Furthermore, the word order he made did not reflect the good one, for example, *have body big*.

The other students' mistakes in the aspect of grammar can be shown in the following excerpt.



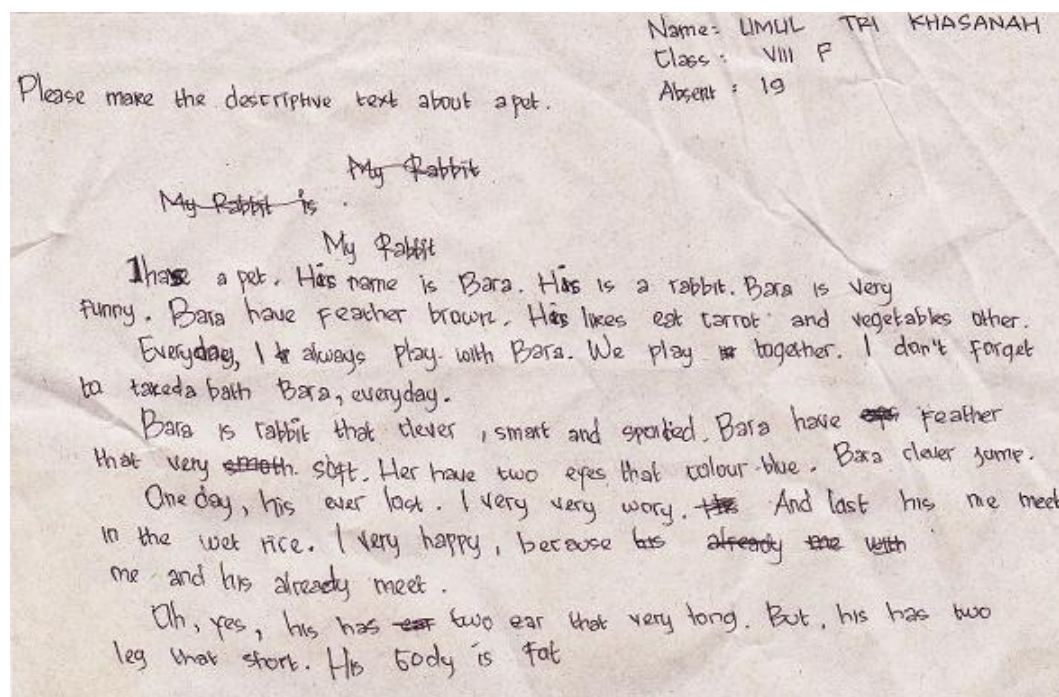


Figure 7: The Student's Writing in the Pretest (5)

She made some mistakes in the aspect of verb agreement. She put the wrong verbs for certain subjects and even at times did not put the verbs in her sentences, for instance, **I has** a pet, **Bara have** feather brown, **I very very worry**, **I very happy**. Moreover, she used the wrong pronouns and did not differentiate the pronouns for the subject from the possessive pronouns, for example, **His is** a rabbit, **His likes** eat carrot and ...., **her have** two eyes, **his has** two ear that very long, **his has** two leg.

Not only the pretest, but the interview with the English teacher was also done to see the students' difficulties in the aspect of grammar. The transcript is shown below.

R : Kalo dalam aspek grammar nya pak? Menurut Bapak kesulitan anak-anak dalam hal apa saja?  
(What do you think about the students' difficulties in the aspect of grammar?)

- T : *Wah,, itu lebih banyak lagi Mbak,, Menurut saya sih hampir semua aspek yg berurusan sama gramer mereka kualahan. Kan Mbak juga liat sendiri di hasil pekerjaan siswa nya to, masih acak-acakan seperti itu.*  
 (The students get the problems of almost all aspects related to grammar. You have already seen the students' writing by yourself and it does not reflect the good one, right?)
- R : *Oh iya ya Pak, malah banyak yang gak pake kata kerja juga.*  
 (Yes..Moreover, most of them do not put the verbs in their sentences, do they?)
- T : *Lha ya itu Mbak, membuat kalimat saja belum bisa baik to ibaratnya, kalo di present tense kapan pake s ato tidak, kebanyakan pada lupa, padahal sudah sering diingatkan. Kapan pake be ato kata kerja juga masih pada bingung. Nah apalagi kalo membuat teks Mbak..*  
 (That's right. They cannot make a good sentence yet. They often forget to use s in the simple present tense for the singular subject and even I always remind them. Moreover, they still get confused to differentiate the use of auxiliary verbs and verbs. It will be harder for them to write the text.)  
 (Interview Transcript 9 / 14-09-13 / p.136)

Referring to the problems related to grammar, the result of the questionnaires supported the result of the pretest as well. Twenty of them said that they got confused in making the sentences in English, while four of them said 'sometimes'.

#### 4) The Problems of Mechanics

Besides the three aspects of writing mentioned before, the students also got the difficulties in terms of mechanics. Their problems in the aspect of mechanics were found after analyzing the result of the pretest with the collaborator and doing the interview with the English teacher. In reference to the students' problems in the aspect of mechanics, they at times forgot to use the full stop at the end of their sentences. In addition, they did not remember to use the capital letters at the beginning of their sentences and even used them in the middle of their sentences. Moreover, they sometimes wrote the wrong spelling of the words. It was because they were influenced by the sounds of the words and therefore they wrote them up



in the same pattern as the sounds. The students' problems in the aspect of mechanics can be shown in one of their writing in the pretest below.

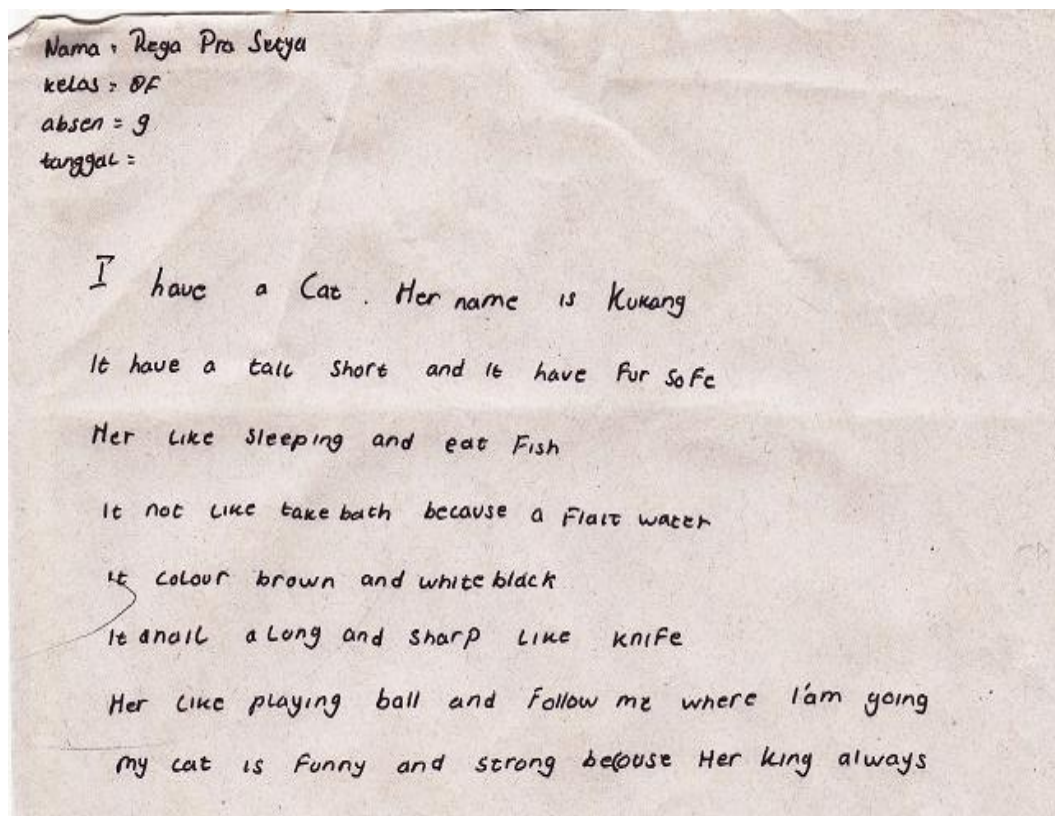


Figure 8: The Student's Writing in the Pretest (6)

Based on the excerpt above, he made some mistakes in reference to the mechanics. He did not put the full stop at the end of his sentences. He also used the capital letters in the middle of his sentences, for example, *Cat*, *Fur*, *soFe*, *Like*, *Fish*, *anaiL*, *a Long and sharp*, *knife*, *Follow*, *Funny* and *Her*. Moreover, he wrote the wrong spelling of some words such as *soFe*, *a Flait* and *a nail*.

The researcher also did the interview with the English teacher about the students' problems of mechanics. The interview transcript can be seen as follows.

R : Kalau yang berhubungan sama tanda baca Pak?  
 (What about the punctuation? )

- T : *Sebagian,, Ya,, Sebagian kadang pada lupa Mbak,, padahal kan sebenarnya kalo menulis kalimat yang benar harus ada tanda baca nya. Tapi karna gak terlalu kelihatan ya jadinya anak-anak menyepelekan itu.*  
(Some of them, ya,, some of them sometimes forget to use it though it is important in writing.)
- R : *Kalo ejaannya Pak?*  
(What about the spelling, Sir?)
- T : *Itu hampir semua sih Mbak, terlebih karna vocab nya cuma sedikit dan gak terbiasa menulis, jadi apa yang mereka pernah dengar dan ingat ya apa yang mereka tulis. Wah,, buanyak Mbak kalo masalah-masalah siswa dalam menulis.*  
(Most of them got the difficulty in spelling. It is because they just write what they remember and hear.)

(Interview transcript 9 / 14-09-13 / p.136)

Referring to the results of the pretest, the researcher and the collaborator evaluated them by using the writing scoring rubric mentioned before. Inter-rater reliability was obtained by involving the English teacher as another rater besides the researcher. The scores by the researcher and the collaborator then were correlated by using the Pearson product moment correlation coefficient. The result showed that  $r$  value was 0,974 at the significance level 0,000 ( $p < 0, 05$ ). They then made a summary of the students' scores by calculating the mean score. The following is the summary of the students' mean score in the pretest.

Table 5: The Students' Mean Score in the Pretest

Aspect of Writing	Content	Vocabulary	Grammar	Mechanics
Mean Score	19.5	10.47	9.35	2.79
Total Mean Score = 55.04				

The researcher and the collaborator then categorized the students' scores into some levels. The categorization is shown below.

Table 6: The Frequency Distribution of the Students' Scores in the Pretest

Class Interval	Frequency	Level
89-Above	0	Excellent
78-88	0	Very Good
67-77	2	Average
56-66	13	Fair
45-55	4	Poor
34-44	5	Very Poor
N	24	

Based on the table above, it could be concluded that most of the students' level was fair. There were 13 students who had scores in the range of 56-66. Four of them had scores in the range of 45-55 and were included to the poor level while five of them were in the range scores of 34-44, which belonged to the very poor level. There was no one who belonged to upper than the average level. Moreover, the passing grade of the English subject for the eighth grade students of SMP N 2 Srandakan is 75. It meant that their writing ability was very low.

Overall, there were main problems to be solved in this research related to the writing ability of Class VIII F students of SMP N 2 Srandakan. Those problems were about content of writing, vocabulary, grammar and mechanics.

In this case, the researcher decided to use collaborative writing to solve the problems above. The use of collaborative writing was firstly discussed with the English teacher of Class VIII F. The interview transcript reflecting the discussion is represented as follows:

R : *Jadi begini pak, kan kemarin sudah melihat beberapa masalah terkait dengan kesulitan siswa dalam menulis terutama menulis teks deskripsi. Menurut bapak jika saya menggunakan teknik collaborative writing bagaimana ya pak?*

(We had already seen some students' problems related to the writing ability especially in writing the descriptive text, right? What do you think if I apply the collaborative writing technique to solve those problems? )

T : *Nanti bagaimana mbak itu prosesnya?*  
(How does it work?)

R : *Jadi begini pak, sebenarnya hampir sama dengan kerja kelompok, tetapi dalam collaborative writing lebih ditekankan dalam prosesnya dan kerjasamanya. Kan saya memakai metode pengajaran yang berbasis teks yang GBA itu pak. Kemudian dari awal sampe akhir anak-anak dikondisikan untuk mengerjakan secara kelompok, kecuali tahap akhir yang menulis teks independently itu pak.*

(So, actually it is the same as the group work but it more focuses on the process. In transferring the materials, I am going to use GBA, Sir. The collaborative will be applied from the early first stage up to the third stage)

T : *Oh begitu,, menurut saya bagus mbak, jadi mereka bisa saling membantu gitu ya?*  
(I think it is good. They can help each other then?)

R : *Iya pak,, harapannya mereka bisa saling melengkapi dan membantu bila ada kesulitan. Oiya pak, kalo menulis secara kelompok bapak pernah mengaplikasikan didalam kelas?*

(Yes, Sir. Hopefully, they can help each other if they find the difficulties. Have you ever applied the group work in writing before?)

T : *Ya pernah mbak..*  
(Yes, I have)

R : *Kalau dari tahap awal sampai akhir?*

(Was it applied from the beginning up to the end of producing the text?)

T : *Nahh,, kalo dari awal sampe akhir belum pernah malahan mbak,, jadi untuk collaborative writing nya bisa di aplikasikan itu mbak,, semoga saja bisa membantu siswa untuk menulis lebih baik.*

(No it was not. And I think the technique of collaborative writing can be applied. I do hope it can help to solve the students' problems.)

(Interview Transcript 9 / 14-09-13 / p.136)

Besides, the result of the questionnaires which were distributed to the students showed that seventeen of twenty four students were interested in the group work. Meanwhile, three of them said that they were not interested in the group work and the rest said 'so-so'.

In order to solve the problems related to the students' writing ability, the researcher and the collaborator decided to implement the collaborative writing technique. They then discussed some plans of action through the technique. In the

aspect of content of writing, collaborative writing gave the students the sharing time to stimulate them in collecting and generating their ideas. Therefore, it helped them to consider and determine what they were going to write. Meanwhile, in the aspect of vocabulary, collaborative writing helped them to increase the vocabulary mastery. They could remind and add the English vocabulary that they knew to each other during the process of group discussion. In addition, they could get more attention to the grammar by the peer feedback in small groups and also in class discussion. The class discussion included the activities of writing on the board by which the students' attention was in a certain language feature. The last, the process of peer feedback and the process of small groups and class discussion gave them the opportunity to increase their awareness about the correct spelling, the correct use of punctuation and capitalization.

## **B. The Report of Cycle I**

### **1. Planning**

In the planning phase, after the researcher and the collaborator selected the problems, they then discussed the efforts to solve the problems through collaborative writing. They also decided to conduct the action in three meetings. The plans of action of each meeting were represented as follows.

#### **a) First Meeting**

The researcher and the collaborator planned to achieve the learning indicators. In this first meeting, they also planned to build the students' awareness of the linguistic features of the descriptive text. Besides, they planned to divide

the students into pairs. Biria and Jafari (2013) note “Applying pair work to classroom context is more practical than group work since two students can learn to work effectively on activities and they can more easily come to an agreement with each other.” To get the agreement between them, the researcher and the collaborator decided to divide them based on what they wanted. Based on the interview with the collaborator, he said that the students would be uncomfortable if they had a partner they did not like or they were not close to. It was because the social factor in their ages really affected them. After dividing them in pairs, there would be some activities such as grouping names of animals, matching picture with the correct description, finding and writing the opposites meaning of the adjectives and changing the pronouns. In addition, there would be activities of arranging jumbled words into appropriate noun groups, stating true or false statements based on the descriptive text, changing the verbs and changing the positive sentences into the negative ones. The focus of this meeting was about the language features of the descriptive text. Therefore, to make the students ready in writing the text collaboratively in the next meeting, they should have the knowledge about its language features first. In this meeting, the collaborative writing technique would be achieved by each activity that would be done in pairs.

#### **b) Second Meeting**

In the second meeting, the researcher and the collaborator planned to achieve the learning indicators as well. They also planned to set the students into the previous pairs. Like the previous reason, the researcher and the collaborator planned to condition them as comfortable as possible so that the previous pairs

were made. In pairs, the students would be asked to draft and write the descriptive text of which topic was '*pet*'. They would write the text based on the picture provided. There would be peer feedback during the process of writing and correcting the text. In addition, revising and rewriting their text would also be done.

### **c) Third Meeting**

In the last meeting of Cycle I, the researcher and the collaborator set to ask the students to write descriptive text of which topic was still '*pet*'. However, in this time, they should write the text individually. The processes of drafting, editing, revising rewriting were also done individually. Similar to the second meeting, there would be the time of giving feedback on another's text.

## **2. Action and Observation**

### **a) First Meeting**

The first meeting was done on September 16<sup>th</sup>, 2013. This meeting allowed the students to explore the topic and the language features of the descriptive text. Because the collaborator I had to join the briefing session with the other teachers as a usual activity after having the flag ceremony, the researcher then entered the class with her colleague, as the collaborator II, beforehand. The collaborator II then started to document the teaching and learning process. She also helped the researcher to document the students' dialogues during the teaching and learning process at times. One of the students led the prayer and then the researcher greeted the students. She then asked whether there was any student who was absent or not. They stated that there was not. After that she led the students into the topic that

they were going to discuss. She began with some questions “Who has a pet at home?” “What is your pet?” “What does your pet look like?” To make them more familiar with the topic, she gave them some tasks to be done. Before doing the tasks, she asked them to read the instruction first. In the instruction, they found the word ‘in pairs’. She then asked them “How do I divide you? You choose it by yourself or I chose it randomly for you.” They said they would be more pleasure and comfortable if they chose the pair by themselves. “It will be more comfortable for us, Miss” they answered honestly. “OK,, then please do it in pairs. Don’t forget to be collaborative” she said clearly. They started to do the first and the second tasks. Not long after the English teacher as the collaborator entered the classroom and had a seat in the corner of the class. He then started to observe the process of the teaching and learning process and also the students’ responses, strengths and weaknesses.

The students did and discussed the tasks with their partner enthusiastically. First, they had to group the animal names and then match the pictures with the appropriate descriptions. The following is the excerpt of the field notes in doing the tasks.

---

One of the students in the corner, Yuswa, asked and showed the name of the animal “*Miss iki iki artine opo e miss?* (What does it mean, Miss)”. “*Yang mana?* (Which one?)”. Oksi, his friend, added “*Walah,, kui ki beo, mosok ra ngerti to,,* (It means beo. Why did not u know it?)” “*Nah tu temennya tahu,, Untuk semuanya,, attention please,, u work in pairs Ok? Kalian bekerja secara berpasangan,, jadi didiskusikan bersama,, jangan misalnya Rega mengerjakan nomor 1-4 lalu mandala nomor 5- 8.. got it? sudah paham? Iya misss,, (serentak)* (Your friend was right. Everyone, attention please, you work in pairs, OK? So you have to discuss it with your partner. Do not divide the number of questions and do



individually, for example, Rega do number 1-4 and Mandala number 5-8, No, Do not do that, got it) Yess Miss. (They say it together)  
FN 04 /16-09-13/p.119

The researcher and they discussed the tasks together in a glance. After she was sure that they captured the background knowledge of what today's discussion, she continued to give them other tasks. Next, they were presented with a descriptive text entitled *I Have a Cat*. They did the task by reading the text first carefully and then answering some questions regarding the text in pairs. In answering the questions, they did the pair discussion. They also helped another who did not catch the meaning.

- 
- S1 : "*What ki opo Ver?*"  
(What does 'what' mean, Ver?)  
S2 : "*Mmm...apa nek rasalah,,*"  
(It means 'what' if I am not mistaken)  
S3 : "*Woiyo ho.oh apa ,..*"  
(I see)"  
"*Dadine iki jawabane sek,,,,,,,*"  
(So, the answer is .....)  
[keeping silent, thinking what and looking for the answer]  
S, S2 : "*Iki,,,*"  
(This one)  
[They answered and pointed to the answer together]  
FN 04 /16-09-13/p.119

The whole class discussion was done to get the answers afterwards. By getting the answers, they seemed understood what it meant by the descriptive text. The researcher then tried to make them more understood by proposing some questions. She also tried to engage the busy student to join the discussion. The following was the excerpt of the field notes of the situation.

---

So, what is the descriptive text for?” “What is its function?” “OK. Are you Sekar?” “Yes, Miss.” “OK. What is the function of the descriptive text?” “*Nganu Miss, buat mendeskripsikan misalnya hewan ya Miss?* (For describing such as animal, Miss?)” “Good Sekar, Good Job”. “So, its function is to describe anything, for example, to describe place, person, animal, etc.” “And then, what does the text consist of?” “*Isinya mencakup apa saja?*” “Please Robi, could you tell me what the descriptive text consists of?” She asked one of them who sat in the back row and disturbed the others. At that time, the others looked at him and some laughed. “Attention please, *jadi jelas kalo descriptive text itu ada this one, judul and then introduction, misalnya yang ada di teks tadi I have a pet and his name is Spot* and also its characteristic, *misalnya, bentuknya, warnanya, hobi nya, dll.* (So, in the descriptive text there is a title, the introduction, for example, in the previous text there were sentences *I have a pet and his name is Spot* and then the characteristics of the subject, for example, its appearance, its colors, its hobbies, etc.) Understood everyone? *Bisa di mengerti ya.*” “Ya miss”. They said clearly showing that they seemed understood what she explained.

FN 04 /16-09-13/p.119

After explaining the descriptive text’s features, the students seemed more understood. Afterwards, they were asked to do some tasks related to the deconstruction of the text in the same pairs. However, before the students did the tasks, the researcher explained the material about the use of the pronouns, the noun phrases and positive and negative sentences. She also wrote some examples on the board. Those examples brightened the students understanding. It could be seen from their verbal and body language response in the explanation session. In the process of doing the tasks, they discussed them with their partners. There were two others texts in the tasks entitled *My Lovely Puppies* and *My Dog, Brownie*. They helped each others, gave feedback to each other, negotiated the answers, added their ideas and decided the final answers.

---

S1 : “*Iki sek bener pie iki urutane,, cute cat my?*”  
(What is the correct arrangement, *cute cat my?*)

- : “*My ne ki neng ngarep dewe nek rasalah ki,,*  
 (**‘my’ should be in the first if I am not mistaken**)
- S2 : “*Sek, tak deloke catetane?*”  
 (**Wait a minute, let me see the notes**)
- [They looked at the notes]
- S1 : “*lo,,neng ngarep to,, mau ki yo neng ngarep,,*”  
 (**Look! It is in the first. It was.**)
- S2 : “*Woiyo,, neng ngarep,,hehehe*”  
 (**You are right, hehehe**)
- FN 04 /16-09-13/p.119
- [In another pair]
- S1 : “*Miss,, ini gimana ya Miss?*”  
 (**Miss, How is it?**)
- [The researcher came]
- S2 : “*Gimana ada kesulitan?*”  
 (**Is there any problem?**)
- S1 : “*Ini lo miss, my cat colour blue is bukan?*”  
 (**is my cat colour blue is right?**)
- S2 : “*Nah, tadi nulis contohnya miss gak?*”  
 (Did you write the examples I gave to you?)
- S1,S2 : “*Nulis miss,,*”  
 (We did)
- S1 : “*Nah ayo diskusi,, yang bener yang mana, diliat bersama,, kira kira is itu letak nya dimana,,?*”  
 (**Discuss it together, which one is correct and what is the correct arrangement?**)
- S2 : “*Weh iki Na,, neng kene ki Na,,*”  
 (**Gotcha ! This one, Na**)
- S1 : “*Neng mburi subject yo dadine,,*”  
 (**So it is after the subject, right?**)
- S2 : “*Ho.oh...makasih ya Miss,,*”  
 (**Yes, it is. Thanks, Miss**)
- S1 : “*Iya,, dilanjutkan ya,, didiskusikan bersama,,*”  
 (You’re welcome. Please continue and discuss it together)
- FN 04 /16-09-13/pp. 119

The students discussed the tasks excitedly. It seemed that they were really interested in the pair work. Those who liked speaking to and disturbing others during the teaching and learning process could benefit the pair work. It was because they could still have a chat with their friends but in a certain topic related to the tasks. After several minutes, the researcher said that the time was up and

asked them to exchange their work. There was the class discussion but they were given 10 minutes to correct another pair's work before. They corrected the work excitedly. The researcher then led the discussion. Some of the students were asked to write some of their work that they found difficult on the board and then discussed it together. If there were mistakes, she asked volunteers to correct the mistakes.

---

*“Nah yuk kita lihat.. ini harus nya apa? Siapa yang bisa membenahi silahkan angkat tangan dan maju,, OK Sekar,,ayo,, OK good, thank you. Nah ayok perhatikan semuanya,, jadi susunannya seperti ini ya,, ada yang belum paham? Ada pertanyaan? Tidak miss,, OK good,,*

*(Please have a look on the board. What should it be? Who wants to correct the mistakes? Raise your hands, please. OK Sekar, come on. OK, good, thank you. [She came on the board and then wrote the correct one] OK, everyone, so the structure is like this OK? Do you understand my point? Any question? No, Miss OK good.)*

FN 04 /16-09-13/p.120

Based on the excerpt of the field note above, it seemed that the students could benefit from the class discussion by writing on the board. After that, the students' work was returned and then the researcher closed the class.

## **b) Second Meeting**

The second meeting was done on September 20<sup>th</sup>, 2013. The researcher and the collaborators entered the classroom at 8.35 a.m. The English teacher as the collaborator I then sat in the corner, while the collaborator II was ready to take photographs. During the activities, she also helped the researcher to document the students' dialogues. The researcher greeted the students and then checked the attendance list. At that time, no one was absent. She started the lesson by asking them what they had learnt in the last meeting. One of them said “Cat, Miss”.

“Good, what about you Shafa?” “*Kata sifat, Miss, terus opo yo,, my, her, your, his, ,,* (Adjectives, Miss and then my, her, your, his,,)” “Great and what about you Zainal?” “*Diskripsi, Miss* (Descriptive text, Miss)” “*Ngurutke, Miss* (Arranging, Miss)”. “Excelent!” commended the researcher. It seemed that the students remembered a lot what they had learnt before. After that the students were divided into the previous pairs. In pairs, they were asked to write the descriptive text collaboratively based on the picture provided by the researcher. She gave some details so that the students did not get difficult. While she distributed the worksheets, she explained what they should do. In the process of writing, they discussed actively. They firstly drafted what they were going to write on a piece of paper. From the process of drafting, to the process of writing the final product, the students also did it collaboratively. Here is the excerpt of the field notes in the second meeting.

---

“*Sikek dewe opo iki, I has a cat? (What do we start, I has a cat?)*” “*Weh, I ki rak have to udu has (I should be with have, not has)*” “*has yo,, (It should be has)*” “*udu, have,,(No, have)*” “*ho’oh po? (Are you sure?)*” “*Walah malah ngeyel, Miss,, ini lo Miss,, (Why do not you trust me? Miss, come here, Miss)*” “What happened, Fitri?” “*Ini lo miss, Verina ki ngeyel, nek I ki pasangane have yo Miss (Verina do not believe that I should be with have, not has).*” “Nah, do you still remember AYUDEWI tidak suka ES? I, You, They, We? (Do you still remember AYUDEWI which does not like ES)” “*Berarti pake have kan Miss? Iya,, Hlo to,, ngeyel. (So it is have, isn’t it, Miss? You see?).*” Another dialogue came from Isti and Riska. Isti said “*Pendek ki bahasa inggrise opo,, lali aku,, short udu? (How do we sai ‘pendek’ in English?).*” Riska stated “*Sek tak golekke kamus,, (Wait a minute. I will look it up in my dictionary).*” She showed and pointed the word “iki to,,(This one).” Isti agreed “*ho,oh ho.oh,,(Yes,,yes).*”

FN 05 /20-09-13/p.121

After 25 minutes, their work was exchanged to the others. They then corrected based on their understanding. Five minutes later, they returned it to their friends. They revised and rewrote their text after being corrected by the others. In the process of revising and rewriting, they also did collaboratively. The following is the excerpt showing the situation.

---

The researcher explained “If you think that yours is right, just defend it. But if you think that your friends are right, revised the mistakes and then rewrite it.” “Yes, Miss” answered the students together. In the middle of the pair discussion, they proposed their opinions to each other.

Z : “*Eh, iki sek bener awakdewe to? Nek iki rak subject to,, dadine yo her udu she.*”

(Ours was right, right? It is the subject. It should be *her* not *she*)

F : “*She name po her name? nganggo name to,, her kui,*

(*She name or her name? It uses name, right? It must be her*)

Z : “*lhaiyo,,berarti salah to le ngoreksi,, “*

(*Yes, so they were wrong.*)

FN 05 /20-09-13/p.121

After rewriting the text, the researcher then asked them to submit their writing. She did not forget to make a reflection and a summary towards the teaching and learning process that day. She then closed the class.

### c) Third Meeting

The third meeting was done on September 21<sup>st</sup>, 2013. The class started at 7.15 a.m. The researcher and the collaborators entered the class at 7.05.a.m. When entering the class, the students were reading the holly Al-Quran. As usual, they have to read Al-Quran for about 15 minutes before having the teaching and learning process. The collaborators sat at the back side and prepared everything they needed during the teaching and learning process. After 15 minutes, the captain of the class led the prayer and greeted the researcher together. She then

responded and checked the attendance list. All of the students were present. She asked about the last meeting activities. “What did we learn yesterday?” “*Mendiskripsikan cat, Miss* (describing cat, Miss)” they said it loudly and excitedly. “*Karakteristik kucingnya kemarin apa saja hayo, masih ingat?* (What characteristics does the cat have? Do you still remember?)” “Kitty, Miss” someone replied. “Good job and what does she like?” she asked. “Fish, bones, milk” they said loudly. “And what does she dislike?” she asked once more. “Bread, rice, Miss” they replied. “OK great everyone.” She said happily. She then distributed the students’ writing and gave them 5 minutes to read her written feedback. Everyone seemed understood their mistakes. After that, she gave them an individual task. Before doing the task, they should take one of the lotteries provided by the researcher containing the instruction of what they should do in this task. They were asked to write the descriptive text individually. They were freely to make the title of their text.

The students started to wrote by drafting. After drafting, they began to write their text and then edited by themselves. During writing the text, they often asked the researcher and the English teacher as the collaborator about the meaning of the words. It seemed that they still did not know many English words even they did not want to try to look them up in the dictionary. Their reasons why were that they did not bring the dictionary, their friends did not want to lend them and they would take long time to look them up in the dictionary. Therefore, they tended to ask the researcher and the English teacher. As a result, they wrote the wrong spelling. Actually, they enjoyed the process of describing their pets. It seemed that

the process of collaborative writing they did before gave them more knowledge which made them more confident in writing the text individually. However, when they did not have the English words they needed, they stuck to write the text.

After 40 minutes, they exchanged their work to the others'. The researcher gave them 10 minute to correct the text based on what they knew. After correcting the text, they returned it back and then revised and rewrote it. Like the previous meeting, they should defend what they believe it was right. They should, however, changed the mistakes if they thought that it was wrong.

### **3. Reflection**

After conducting the action in Cycle I, the researcher and the collaborator discussed the results to make the reflection on the teaching and learning process of writing using the collaborative writing technique. This discussion also fulfilled the democratic and dialogic validity of this research. In the process of discussion, they analyzed the data from the result of the observation of the implemented action. The researcher also interviewed the collaborator and the students to look into the implementation of the action. The students' individual writing in Cycle I was also analyzed. In evaluating the students' writing, she involved the collaborator, the English teacher, as the rater besides herself. After all the data needed was collected, they discussed it together. The discussion was done to make the decision of what action should be modified and reapplied in solving the occurring problems. During the discussion, they expressed their opinions and feelings. The collaborator also gave suggestion to her related to the weaknesses and what she should do.



In reference to the interviews with the collaborator and the students, generally the action in Cycle I could be considered successful enough in solving the students' problems of four aspects, content, vocabulary, grammar and mechanics. Nevertheless, there were some unsuccessful things found in the implementation of the action.

The collaborator said that there were still the students' problems in doing collaborative writing and in giving feedback. It was because he found some students who quarreled about what they wrote. In addition, doing collaborative writing in pairs did not give them much knowledge since the partner also got the same difficulties in the same aspect, for example, if one did not know that it was wrong but the partner said that it was right. It was supported by the statements of the English teacher after the implementation.

- R : *Bagaimana Pak proses pembelajarannya?*  
(How was the process, Sir?)
- T : *Sudah lumayan bagus, Mbak secara keseluruhan, Cuma ada beberapa hal yang masih harus dibenahi Mbak menurut saya.*  
**(It was good enough but there were still some to modified)**
- R : *Dibagian yang mana Pak?*  
(Which part, Sir?)
- T : *Itu Mbak, kan dalam pengaplikasiannya satu pasang satu pasang, menurut pengamatan saya, ada yang pas mengerjakan itu malah bertengkar mana yang benar mana yang salah. Lalu ada lagi pas mereka menulis teks nya itu yang satu bilang ini tapi dibenarkan oleh temannya, padahal itu salah.*  
**(About the pairs. Based on my observation, they quarreled just to decide what to write. Another was in the process of discussing. One sometimes agreed what it was said by her/his partner although it was wrong.)**
- R : *Oh iya Pak, seperti Fitri sama Verina itu ya, Pak?*  
(I see, like what Fitri and Verina did)
- T : *Iya, lalu Sekar sama Windy juga*  
(Yes. So did Sekar and Windy.)

(Interview Transcript 17 / 21-09-13 / p. 139-140)

The interview with some students also showed that they got some problems during the process of collaborative writing. What they said was the same as what the collaborator stated in the interview.

R : *Permisi Dek, Dek maaf ya ganggu waktu istirahatnya, oiya, Miss Defi mau nanyain ni, tadi gimana pas nulis berpasangan tadi? Ada kesulitan nggak?*

(Excuse me, **what do you think about the activities of collaborative writing? do you have any problem?**)

S1 : *Hehe, tadi ki malah ribut je Miss.*

(Hehe, **I quarreled with my friend**, Miss,.)

R : *Loh, lha ributnya kenapa, kan malah ada yang bantuin to pas nulis?*

(How come? were you helped by your partner?)

S2 : *Iya sih Miss, tapi ki beda pikiran gitu lo Miss, jadinya gak nyambung, Eyel-eyelan*

(I was. **Our opinion was different from each other. We just try to defend ours.**)

(Interview Transcript 13 / 20-09-13 / p.138)

The other problems related to the students' writing ability were found in their individual writing in Cycle I. Many of them still got the problems in the aspects of grammar, mechanics, vocabulary and content although their writing in Cycle I was better than that in the pretest. In the aspect of grammar, many of them still got some problems especially about the verbs agreement, noun phrases and pronouns. They still mixed up the words and it seemed that they still got confused to construct good sentences though some of their sentences were correct. The followings are the excerpt of the students' problems in the aspect of grammar.

My Pet

I have a rabbit. Her like carrot, egg plant, and grass. Her very cute, Fluffy, and Friedly. Her dislike rice. I and her like play in house yard, nearly every day. Her name is tiwi. Her have fur are white and brown. Tiwi has eyes ball is red. Her has five issue. Her issue very cute and Full of fur. I very love in tiwi.

Figure 9: The Student's Writing in Cycle I (1)

Based on the student's writing above, she still did not used the correct pronouns, for example, **Her like** carrot, egg plant..., **Her dislike** rice, **I and her** like play ..., **Her have** fur ....., **Her has** five issue ... . She also still used double verbs in a simple sentence, for instance, **Tiwi has eyes ball is red**, **Her have fur are white and brown**. Another student's writing is represented as follow.

sekar Aji w  
VII, P

My Pet

I have a cat. Her name is Shelly. She is beautiful. Her fur is soft. Her fur colours are white, black and brown. She likes cassava, milk, and fish. I and she always to playes together in house hall. In the night her eyes to flame to beautify her. Usually, she sleep on sofa or on carton car board. I love she.

Figure 10: The Student's Writing in Cycle I (2)

The student's writing above showed that she had already written some correct sentences. She also had put the subject in every sentence she made.

Moreover, there was already the verb in each sentence though the form of some verbs was wrong, for example, ***I and she** always to **playes**...., In the night **her eyes** to **flame** to **beautify** her.* She also put s/es for singular subject in her sentence though she wrote it wrongly, for example, ***She likees** cassava, milk and fiesh.* However, she also forgot to put s/es for the singular subject in her sentence, for example, *Usually, **She sleep** on sofa....* The noun phrase she made also reflected the correct order though she missed the apostrophe and s, for example, ***Her fur colours** are white, black, an brown,* which it should be ***Her fur's colours** are white, black, an brown.*

Meanwhile in the aspect of mechanics, some of them still used the capital letters in the middle of their sentences. They also still did not write the correct spelling of the words. The example of the students' problems is represented as follows.

Name : Mimin Fitriani G  
 Noe : 06  
 Kelas : VIII F

My Chicken

I have ~~pet~~ chickens. My pet the name is Ranbo. His like eat "BR" food. His have two foot. His also like drink water. his have fur black and red colour. every morning im always give eat and drink. His like playing with chicken friends.  
~~I'm~~ I'm very happy have a pet chicken

Figure 11: The Student's Writing in Cycle I (3)

The excerpt above showed that she still wrote the capital letters in the middle of the sentence, for example, *Like, Food, Fur, Friends* and even wrote the small letter at the beginning of their sentences, for instance, *his have fur black and red colous, everi morning.....* She also wrote the wrong spelling in the word *everi*. Moreover, she still forgot to use the full stop in the last sentence although she had already put it in the other sentences.

Meanwhile in the aspects of vocabulary and content, they sometimes stuck in the middle of writing the text. It was because they did not know the English words. Moreover, they did not look the words up in the dictionary. It was because they forgot to open it or even they forgot to bring the dictionary and were not lent by their friends. Even if they opened it, some of them misused the words. As a result, their writing was short and lacked the details of the subject. The interview with the students about those problems was recorded below. Although they found some difficulties in writing collaboratively, they agreed that the activities were good.

R : *Halo Dek, Bisa minta waktunya sebentar?*  
(Hello, May I have a second?)

S1,S2 : *Iya Miss?*  
(Sure, Miss)

R : *Miss Defi mau Tanya ne Dek mengenai aktifitas di kelas selama sama Miss Defi. Pas mengerjakan sama menulis berpasangan itu menurut kalian gimana?*  
(May I ask you something? **What do you think about the activities of collaborative writing so far?**)

S1 : *Bagus sih Miss*  
(**It is good**, Miss)

S2 : *Yo gitu Miss*  
(Yes, **I think so**, Miss )

R : *Terus kalian ada kesulitan nggak pas menulis berpasangan?*  
(**Do you still have any difficulty in writing in pairs?**)

S1, S2 : *Ya masih Miss*

- (Of course, Miss)
- S1 : *Masih tetep susah Miss, yo Si?*  
(We found it difficult, Miss, is it right, Si?)
- S2 : *Ho.oh ho.oh Miss*  
(Yes yes, Miss)
- R : *Bukannya dikerjakan bersama-sama ya Dek? Kesulitanya dalam hal apa?*  
(Did you do it together? In what aspect did you find it difficult?)
- S1 : *Iya tapi sama-sama gak tau bahasa inggrisnya je Miss, Sama-sama bingung mau nulis apa aja.*  
(Yes, I did, but we did not know how we say those in English, Miss. So we got confused what to write.)
- S2 : *Bener kui, Miss*  
(She is right, Miss)
- R : *Loh, kan boleh buka kamus kan Dek? Jadi kan gak susah.*  
(You were allowed to open the dictionary. What made you difficult to do it?)
- S2 : *Hehehe, sok lupa je, Miss lali ra nggowo maksute, nek njilih ki sok raetok.*  
(We sometimes forgot to bring it, Miss. If we borrowed the others' they did not lend us.)
- (Interview Transcript 16 / 21-09-13 / p.139 )

In reference to solve the problems, the collaborator could not agree more that the use of collaborative writing helped the students to improve their writing ability.

- R : *Kalau menurut Bapak, kegiatan tadi yang sudah dilakukan yang membantu siswa yang bagian apa Pak?*  
(Which activities did help the students to improve their writing ability?)
- T : *Pertama sudah pasti diskusi Mbak, mereka jadi lebih bisa mengembangkan teks, lalu pas bagian mongereksi tulisan siswa di papan tulis, itu bagus sekali Mbak, mereka lebih tahu dan ngena. Kontribusi siswa bisa dikatakan bagus mbak.*  
(Firs, the process of discussion, they could develop their writing better than before. Next, the process of correcting on the board, it was great and made them deeply understood a certain feature. In addition, their contribution was also improved.)
- (Interview Transcript 17 / 21-09-13 / p.140)

Besides, the result of the individual writing task in Cycle I showed both the researcher and the collaborator about the students' writing ability after being given the action. Before calculating the mean scores, the researcher and the English teacher became the raters. The scores then were correlated by using Pearson product moment correlation. After analyzing the data,  $r$  value was 0.988 at the significance level 0.000 ( $p < 0.05$ ). It meant that there was a strong correlation between the scores. The summary of the students' mean score in Cycle I is represented below.

**Table 7: The Students' Mean Score in Cycle I**

<b>Aspect of Writing</b>	<b>Content</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Mechanics</b>
<b>Mean Score</b>	<b>21.77</b>	<b>14.62</b>	<b>12.89</b>	<b>3.18</b>
<b>Total Mean Score = 68.08</b>				

From the table Overall, the students' changes after being given the implementation of collaborative writing can be summarized as follows.

**Table 8: The Result of the Changes of the Students' Writing Ability in Pre-Action and Cycle I**

<b>No.</b>	<b>Aspects of Writing</b>	<b>Pre-Action</b>	<b>Cycle I</b>
1.	Content of writing	<ul style="list-style-type: none"> <li>• The students did not know what they would write.</li> <li>• The students were not confident enough to start writing.</li> </ul>	<ul style="list-style-type: none"> <li>• They started to write and were confident enough in writing although they sometimes stuck in the middle of their writing because they lost the words that made them confused.</li> </ul>

(Continued)

(Continued)

No.	Aspects of Writing	Pre-Action	Cycle I
			<ul style="list-style-type: none"> <li>• They tended to make text containing simple information of the subject.</li> </ul>
2.	Vocabulary	<ul style="list-style-type: none"> <li>• The students had limited vocabulary.</li> <li>• The students lacked the word form mastery and word choice.</li> <li>• The students rarely consulted the words to the dictionary.</li> <li>• The students imitated the ideas from books or from their friends' work.</li> </ul>	<ul style="list-style-type: none"> <li>• They still misused the form of the word and the word choice at times.</li> <li>• They had already consulted to the dictionary though they forgot to open it at times.</li> <li>• They looked for the vocabulary in the dictionary but they sometimes misused the words stated in the dictionary.</li> </ul>
3.	Grammar	<ul style="list-style-type: none"> <li>• The students' sentence structure was influenced by the Indonesian language writing style.</li> <li>• The students did not put the verbs in their sentences.</li> <li>• The students did not put the subjects in their sentences.</li> <li>• The students put double verbs in their sentences.</li> <li>• The students did not put additional s/es for</li> </ul>	<ul style="list-style-type: none"> <li>• The students' sentences structure was still influenced by the Indonesian language writing style at times.</li> <li>• They had already put the verbs in their sentences.</li> <li>• They had already put the subjects in their sentences although they used the wrong pronouns at times.</li> <li>• They still put the double verbs in one sentence sometimes.</li> <li>• They sometimes still forgot to add s/es for</li> </ul>

(Continued)



(Continued)

No.	Aspects of Writing	Pre-Action	Cycle I
		<p>the singular subject, <i>he, she, it</i>.</p> <ul style="list-style-type: none"> <li>• The students misused the verbs for certain subjects like <i>I, you, they, we and he, she, it</i>.</li> <li>• The students got the difficulty to make the noun phrases.</li> <li>• The students got confused in using pronouns.</li> </ul>	<p>the singular subject, <i>he, she, it</i>.</p> <ul style="list-style-type: none"> <li>• They still misused the verbs for the certain subjects like <i>I, you, they, we and he, she, it</i>.</li> <li>• They had already made simple noun phrases but still made the wrong order at times.</li> <li>• They still often used the wrong pronouns.</li> </ul>
4.	Mechanics	<ul style="list-style-type: none"> <li>• The students at times forgot to use the full stop and capital letters.</li> <li>• The students used the small letters at the beginning of their sentences.</li> <li>• The students wrote the wrong spelling of the words.</li> </ul>	<ul style="list-style-type: none"> <li>• The students had already used the full stop in their writing but sometimes they still forgot to use it.</li> <li>• They still missed the use of capital letters at times and still wrote the small letters in the middle of their sentences.</li> <li>• They still wrote the wrong spelling at times.</li> </ul>

From the result of the observation, discussion, interviews and the students' writing, the students could benefit the collaborative writing activities although they still got some difficulties in developing their writing. Besides, the results of the students' writing did not show the good improvement yet, there were still some problems found related to the process of collaborative writing as well. The process of discussion did not give them many advantages since working in pairs

caused the disagreement. Therefore, Cycle I should be continued to Cycle II. In reference to the next cycle, the English teacher as the collaborator suggested some actions that should be implemented in Cycle II. The following is the interview transcript with him.

- R : *Jadi bisa dikatakan berlanjut ke Cycle II ya Pak kalau dilihat dari proses sama hasil tulisan siswa?*  
(From the results, should the cycle be continued to Cycle II?)
- T : *Iya Mbak, dicoba lagi, solanya masih ada yang perlu dibenahi.*  
(Yes. There were some which were needed to be changed.)
- R : *Gimana ya Pak biar mereka gak berantem tapi collaborative writing tetap jalan? Kalau misal dibikin per kelompok 4 orang gitu gimana ya Pak?*  
(What is your opinion about the way to avoid the quarrel between them, Sir? What if they are divided into groups of four?)
- T : *Ya gak apa-apa Mbak, kan kalau empat anak bisa meminimalisir konflik, paling tidak dari empat anak tersebut pasti ada yang nyentel. Selain itu Mbak, terkait sama tulisan siswa, nanti bisa dibandingkan dari dua atau tiga kelompok lalu dibahas bersama-sama. Siswa lebih mudeng pasti Mbak, soalnya tulisan mereka dipampang to.*  
(It is good. At least four students in a group will minimize the misunderstanding among them. In reference to the students' writing, it will be better to compare two or three groups' writing on the board so they can be more understood.)
- R : *Oh iya ya Pak, tetapi kalo untuk latihan yang dalam kelompok kecil-kecil gitu masih tetap ya Pak?*  
(Yes, yes Sir. What about the tasks for the small groups?)
- T : *Itu gak apa-apa Mbak, soalnya perlu juga.*  
(They are also good. The students still need them.)
- (Interview Transcript 17 / 21-09-13 / p.140)

For the next cycle, the researcher and the collaborator then decided to divide the students in groups of four, provide different tasks related to the linguistic feature of descriptive text, and give different theme of the text.

The data obtained in Cycle I fulfilled the validity mentioned in chapter III. The dialogic validity was fulfilled by the discussion done between the researcher and the collaborator in the reconnaissance to the reflection step. Meanwhile, the

democratic validity was fulfilled since the implementation of action was done collaboratively with a collaborator. The use of a strategic plan in this research fulfilled the process of validity. The last, the outcome validity was not obtained yet because the students still got some problems related to their writing ability. However, the time triangulation of the research was obtained since the data were collected at the different points in time and investigator triangulation was fulfilled by involving more than one observer. Furthermore, inter-rater reliability of the research was obtained by involving the collaborator in analyzing the students' writing.

### **C. The Report of Cycle II**

#### **1. Planning**

In the planning phase of Cycle II, the researcher and the collaborator planned to conduct the cycle in three meetings. They also planned to implement some action through collaborative writing. Based on the reflection step in Cycle I, there would be some different action to be implemented as the effort to improve the students' writing ability. The plan of action in Cycle II was elaborated as follows.

##### **a) First Meeting**

In the first meeting the researcher and the collaborator planned to achieve the learning indicators. They also planned to provide them the descriptive text with the different topic. It was expected to increase their vocabulary regarding the descriptive text. If they divided the students into pairs in Cycle I, in Cycle II they

would divided the student in groups of four. This decision was based on the discussion they made. It was used to avoid the quarrels between the students in making the decision. By having four students in a group, they were expected to give more contribution in the discussion. Therefore, they could solve the problems of the different opinion which occurred between two students. There would be some activities in this first meeting such as matching the pictures with the names, stating true or false statements and correcting the false ones, changing the pronouns, finding and rewriting the noun phrases and circling the verbs and the subjects. This first meeting still focused on the linguistic features of the descriptive text. However, there were some differences from the first meeting of Cycle I such as the form of the task and linguistic features that the students did not really understand yet.

#### **b) Second Meeting**

In the second meeting, the researcher and the collaborator planned to achieve the learning indicators. They planned to provide a poster of Justin Bieber on the board. There would be some additional details given by her to help the students in developing their writing. They would divide the students into the previous groups and asked them to make the descriptive text of which topic was ‘idol’ collaboratively. There would be also some activities of discussing, sharing, helping, negotiating, drafting, editing, correcting, revising and rewriting. There would be also the class discussion to see the students’ problems in writing by comparing the groups’ writing on the board.

### c) Third Meeting

While in the second meeting the students would write the descriptive text collaboratively, in the last meeting of Cycle II they would write the text individually. There would be no activities of discussing, sharing, helping and negotiating in writing the text. The activity of giving feedback by peers, however, would be conducted.

## 2. Action and Observation

### a) First Meeting

The first meeting of Cycle II was done on September 23<sup>rd</sup>, 2013. The researcher and the collaborators entered the class at 07.45 a.m. The English teacher and the colleague as collaborators then went to the back side. The teacher prepared to observe the process of teaching and learning process while the colleague prepared to capture the activities. She also helped the researcher to record the students' dialogues. The captain of the class led the prayer and then greeted the researcher. She responded and checked the attendance list. Fortunately, there was no one absent. Before starting the lesson, the researcher proposed some questions to the students. *Nah, Miss Defi pengen tau nih siapa tokoh idola kalian?* Beberapa menjawab *"Aduhh, sopo yo, Miss?"* "Agnes, Miss?" "Good, Shafa,, so your idol is Agnes, Right? Why do you like her? *Kenapa kok suka sama Agnes?*" *"Suaranya bagus, Miss."* "Mmm, I see,, so because of her very good voice. *Kalau tokoh idola luar negeri ada yang mengidolakan nggak?*" "Messi, Miss?" "Good, Rega" She continued to give the students some pictures about the idols. They then named the pictures and stated

what their jobs in pairs. They seemed curious and interested in doing the tasks because they did not really know the international public figures' real names. They looked very happy after doing the task because finally they knew some. The activity was continued by asking them who their idols and what their jobs are. The researcher gave a joke by guessing that their idols were Shahrukh Khan. They together and loudly said "No" and laughed. After confirmed who and what their idols are, they answered it quickly. Not long after, she divided them into groups of four. They were freely to choose the members of the group. While they chose, she distributed the descriptive text entitled *Tobey Maguire*. They were asked to answer the questions provided. They then did another task by stating true or false and correcting the wrong statements into the correct ones. In ten to thirteen minutes they did the task. It was then discussed in short and at the same time the researcher reminded the features of the descriptive text. Next, the text and their work were submitted to her. She again gave them some tasks. The first task was matching the pictures with the correct description. There were 16 pictures related to the physical appearance. The students seemed enjoying the task. Many of them did not know the description of the pictures. By doing it in groups of four, they could share their opinion and help each other. If one of them knew and the rest did not know, the one who knew could help and showed the correct description. In the second task, they had to write the adjective related to the personal characteristic as many as possible. They also did it in groups. By sharing the vocabulary they knew, the others could learn the other new words indirectly. The following is the excerpt of the field notes.

---

“*Opo wae to iki? pinter, cantik, ngono?* ?(What should we write? smart, beautiful?)” “*ho.oh* (Yes)” “*Sek tak tulise berarti pinter ki smart, terus cantik pie nuliese? beautiful?* (Let me write it, smart is smart and then how do we write beautiful? beautiful?)” “*Udu nganggo y* (No, it uses ‘y’)” “*Pie?* (How?)” “*Beau trust y ful?* (Beau then y ful)” “*Ngeneki?* (Like this?)” “*Ho.oh, terus baik ki opo?* good?(Yes and then what is baik in English? good?)” “*Ho.oh tulis wae, nganu friendly terus mau kae loveable barang* (Just write it down and then friendly as well? I saw the word ‘loveable’)” “*Nulise ngene udu?* (Is it like this?)” “*Sek tak tilekke, udu, love able* (Let me check to the dictionary, no, love able)” “*Eh lucu ki boso inggrise opo?* (How do we say lucu in English?)” “*Funny?*(Funny?)” “*Ho.oh funny* (yes funny)” “*Sek tak golekke, iki ono humorous barang, takon Miss e wae* (Let me check, I found ‘humorous’ as well, ask Miss Defi)” “*Miss, lucu itu funny atau humorous?* (Miss, how can we say lucu in English?funny or humorous?)” “*Dikamus apa Dek?* (What did you find in the dictionary?)” “*Ada dua-duanya* (both of them)” “*Kalo funny ya lucu yang badut lucu gitu, tapi nek humorous ki suka guyon.* (We use funny, for example, the funny clown, but we use humorous, for example, he is humorous, likes jokes)” “*Berarti sek humorous ki* (So it is humorous)” “OK (OK)”

FN 07/ 23-09-13 / pp.124

The third task was about changing the wrong pronouns in the previous text given. It seemed to be a little bit difficult for them because the pronouns embedded in the text. However, in the process of doing the task, the collaborative writing technique worked well. They could benefit and enjoy the process. It seemed that they were more understood the use of the correct pronouns which embedded in the text than that in the jumbled words. The following is the excerpt of the field notes in the process of doing the task by one of the groups consisting four students.

S1 : “*Iki gari ganti sek di garis bawah?*

- (We just change the underlined words?)”
- S2 : “*Ho.oh* (Yes)”
- S1 : “*Nek her stands diganti him stands? Kan kui lanang*  
(So *her stands* will be him stand? It is for boy, right?)”
- S3 : “*Ketoke udu deh* (I don’t think so)”,
- S4 : “*Ho.oh deh, ketok e udu* (Neither do I)”
- S2 : “*Kan kui ng ngarep dewe to posisine* (It is as the subject, right?)”
- S1 : “*Ho.oh yo* (Yes, It is)” “*Berati he?* (So it must be he?)”
- S2 : “*Haiyo he?* (Yes, he)”
- S1 : “*Ho.oh tenan he?* (are you sure it is he?)”
- S4 : “*Ho.oh gek ditulis* (yes, of course, write it down)”
- S1 : “*Siap* (Yes)”.
- FN 07/ 23-09-13 / p. 125

Afterwards, the researcher gave two other descriptive texts entitled *The Adorable Daniel Radcliffe* and *Michael Jordan*. The students should first find and rewrite the noun phrases and then circled the subject and the verbs embedded in the texts. They still did them in groups of four. During the process, they could be more collaborative and the quarrel could be decreased. It was because the other members could share their ideas freely and minimize the different opinions which happened if the discussion was done by only two students.

#### **b) Second Meeting**

The second meeting was conducted on September 27<sup>th</sup>, 2013. The class started at 8.45 a.m. and it was only 1 x 40 minutes. Because there was UBM (Ulangan Bersama Mingguan), the meeting lasted 30 minutes. The researcher then showed the students a poster of Justin Bieber on the board after greeting them and checking the attendance list. She also gave additional information about him. They then wrote the descriptive text about Justin Bieber collaboratively in groups of four. The following is the excerpt of the field notes during the process of writing the descriptive text collaboratively.



- 
- R : *Le nulis adorable pie?*  
(How do we write *adorable*?)
- S : *Sek tak golekke ng kamus.*  
(Let me check it in the dictionary)
- R : *E-D-O-R?*  
(E-D-O-R?)
- S : *Udu,, A-D-O-R*  
(No ! A-D-O-R)
- R : *E-B Trus?*  
(E-B Then?)
- S : *Udu udu, baleni A-D-O-R-A-B-L-E*  
(No.. No.. repeate again A-D-O-R-A-B-L-E)
- M : *Hobine hobine..*  
(His hobby his hobby..)
- S : *His hobby is,,,*  
(His hobby is,,)
- H : *Udu,, hobby ne akeh ki,,*  
(No.. He has more than one hobby)
- S : *Dadine his hobby are?*  
(So it must be *his hobby are?* )
- M : *Hobbies to.*  
(Hobbies)
- R : *His hobbies are..*  
(His hobbies are..)
- S : *Woiyo lali,, his hobbies are ,, opo wae? Playing basketball trus opo meneh?*  
(Oh,, Yes,, I see,, his hobbies are.. What are his hobbies? Playing basketball? What else)
- H : *Playing games karo listening to music*  
(Playing games and listening to music)
- FN 08/ 27-09-13 / p. 126

Because the time was up, the students then submitted their work. The researcher asked one of the students to lead the prayer and then she closed the class.

### c) Third Meeting

This meeting was conducted on September 28<sup>th</sup>, 2013. Because the previous meeting lacked time, it continued in the third meeting. The researcher and the collaborator entered the class at 7.00 a.m. Before starting the teaching and learning process, the students read the holy Al-Quran for about 15 minutes. 10

minutes later the English teacher as the collaborator entered the class. He then sat at the back side to observe the process just like the previous meetings. After the students had finished in reading Al-Quran, the researcher greeted the students and called the rolls. All of the students were present. She then continued to discuss the text they wrote in the last meeting. At home, she had already read and chosen the best group's writing. She set the students into the previous groups and then stated to discuss the text. The students exchange their work to the others. She then asked three of them from different groups to write the text on the board. While waiting for them, the other groups read and corrected the text. The process at this time was very different from the previous process of correcting the others' text. There were four students, who corrected one text, while the last activity in Cycle I just involved two students in correcting one text. After the students finished writing the texts on the board, the researcher led the class discussion. She started from sentence by sentence. She focused on the sentence and content in general, but specifically in some aspects such as the verb agreement, the noun phrase and the mechanics. All the students' focus was in the board. They engaged in the discussion and were very active in giving their opinion. They also were not shy in proposing their opinions. When the researcher asked to correct the mistakes, they loudly and clearly said the correct ones. The following is the excerpt of the field note in the process of the class discussion.

---

“Attention, Please. Have a look at the board. The first text, please. This one. OK good. Do you find any mistake in this text? *Yuk dilihat apakah ada yang salah? OK, yuk dilihat perkalimat* (Let's see sentence by sentence), the first sentence, *kalimat pertama*” *sudah benar?* (Is it correct?)” “*Sudah Miss* (Yes Miss)” “OK good, *selanjutnya? Ada yang salah?* (Next? Is there any mistake?)” *siswa diam*

*dan membaca dengan seksama* (The students keep silent and read the text carefully). “OK, jadi kalo mw menunjukkan tinggi seseorang kemarin Miss defi bilang apa? Jangan pakai his height ya, tapi he stands? (OK, so how do we say if we want to show someone’s height? What did I said yesterday? Don’t use his height but he stands?)” “about 170 cm” *siswa melanjutkan dengan serentak* (The students continue the researcher’s words together). “Good job. Selain he stands about .....kita juga bisa memakai kalimat seperti apa? He? (Good job. Besides he stands about, we can also use the sentence like He?)” “is” “about” “170” “OK” “cm” “OK lalu bisa ditambah apa belakangnya? tall. Mengerti ya? (OK and then what can we add at the end of the sentence? tall. Understood?) and then please have a look at this sentence. What is wrong with this sentence?” “His hobby are, Miss?” *salah satu siswa menjawab* (One replied). “Nah yuk ada yang mau membenarkan? (Any volounteer who want to correct this?)” “His hobbies” *beberapa siswa membenarkan* (Some corrected it). “Great, Excelent” “So his hobbies are? “Listening to music, playing games and playing basketball.” “OK. Nah kita juga bisa memakai He likes listening to music, playing games and basketball. Untuk games sama basketball bisa dijadikan satu karena sama-sama menggunakan playing. Got it? Paham semuanya? (OK, we can also say He likes listening to music, playing games and basketball. For the words games and basketball, they can be condensed because both of them have the word playing, got it? )” “Yes Miss” *serentak menjawab* (They replied together).

FN 09/ 28-09-13 / p. 127

After the discussion was done, they had to rewrite the text. After rewriting the previous text, the students were asked to go back to their seats. They then had to write the descriptive text of which topic was idol individually. They were freely to choose one of their idols and then described it. They seemed more confident in writing the text at that time. The observer also agreed that they could write better after giving the action. Because the time was almost up, the researcher asked them to submit their work. She made the reflection and the summary of the activities that had been done. She then asked one of them to led the prayer and then she closed the lesson by saying good bye.

### 3. Reflection

After implementing Cycle II, the researcher and the collaborator evaluated the process of the implementation of collaborative writing through some discussion. The collaborator was also interviewed to investigate the action whether it could improve the students' writing ability or not. Besides, some students were interviewed to investigate the impact of the implementation of the action. The researcher also distributed the questionnaires to see the students' response towards the implementation of the action. The result of the discussion, interviews with the collaborator and the students and the questionnaires, showed that collaborative writing was successful to gradually improve the students' writing ability. The following is the result of the interview with the collaborator regarding the implementation of the action.

- R : *Menurut Bapak gimana Pak pembelajaran secara keseluruhan?*  
**(What is your opinion about the whole activities?)**
- T : *Bagus Mbak, sudah berhasil. Hasil dari tulisan siswa juga sangat meningkat secara significant. Bagus sekali Mbak.*  
**(It is great and successful. The students writing improved significantly. It is really good. )**
- R : *Berarti masalah siswa dalam menulis diskripsi Alhamdulillah bisa dikurangi menggunakan collaborative writing ya Pak?*  
**(So the conclusion, collaborative writing, Alhamdulillah, could solve their problems, Right?)**
- T : *Iya Mbak, Alhamdulillah. Saya juga tidak menyangka hasilnya sangat bagus. Besok saya tiru ya Mbak.*  
**(Yes. Alhamdulillah. I did not really think that their results were really amazing. I would like to apply that as well.)**  
 (Interview Transcript 27 / 28-09-13 / p.144)

Meanwhile, here is the result of the interview with the student.

- R : *Menurut Adek, gimana pembelajaran 2 minggu ini?*  
**(What do you think about the two weeks' activities?)**
- S : *Sangat bagus, Miss*  
**(It is really good I think, Miss)**

- R : *Seneng nggak sama aktivitasnya?*  
**(Are you happy with the activities?)**
- S : *Seneng, Miss.*  
**(Yes, I am, Miss)**
- R : *Ada manfaat yang didapat nggak, Dek?*  
**(Did you get something?)**
- S : *Ya jelas ada, Miss. Banyak kok yang tak dapet*  
**(Of course, Miss. I got so many things.)**
- R : *Kalo dalam hal menulis? Perkembangannya seperti apa?*  
**(What is your improvement in writing?)**
- S : *Sekarang jadi lebih bisa nulis Miss, udah gak bingung banget, udah dong. Makasih ya, Miss.*  
**(I become more confident in writing, Miss. I do not get confused as well, just a bit confused sometimes but I understand so far. Thanks, Miss)**


(Interview Transcript 24 / 28-09-13 / p.143)

The result of the questionnaires, moreover, supported the success of the use of collaborative writing in improving the students writing ability. All of them said that they could benefit collaborative writing to improve their writing ability. Twenty one students said that they were happy in joining the activities and the rest said 'fair'. Eighteen of them said that they were confident enough in writing the descriptive text by their own. Meanwhile the rest stated 'fair'. Moreover nineteen students stated that they did not get confused in making the sentences in English while five students said 'a bit confused sometimes'.

In addition, the result of Cycle II showed that the students could benefit collaborative writing as well. It could be seen from their writing which significantly improved. The examples of their writing are shown below.

Name : Zainal Fuad

St. Number: 24



Write the descriptive text about one of your idols.

---


Lionel Messi

I have an idol. He is Lionel Messi. His full name is Luis Lionel Andres Messi. He stand about 169 cm. ~~He~~ He has Black hair and brown skin. His hobbies are playing football and playing play station. He has oval face and ~~pente~~ a pointed nose. Messi's age is 26 year old. Messi is football player in F.C. Barcelona and from Argentina.

Figure 12: The Student's Writing in Cycle II (1)

Name : Sekar Ji Wijayanti

St. Number: 17



Write the descriptive text about one of your idols.

---

My brother

I have an idol. He is My brother. His name is Lingga Mahatma. Usually, I call him "Lingga". He is my very good brother. He is a vigorous. He has brown skin, a pointed nose, thin lips, starbed eyes, an oval face, black and curly hair. He is smart in singing and he ~~smart~~ is smart in playing a gitar.

His hobbies are singing, cycling, and playing badminton. He always makes me happy. His height is about 170 cm tall. His age is 23 years old. I love ~~from~~ him.

Figure 13: The Student's Writing in Cycle II (2)

From the examples above, it could be seen that the students' writing improved. They could make good sentences although they missed something in a certain part. They also had already made good noun phrases, for example, *He has an oval face and a pointed nose*, *He is my very good brother*, *He has brown skin, a pointed nose, thin lips, slanted eyes and oval face, black and curly hair* and put the correct verbs, for instance, *His hobbies are playing football...*, *He always makes me happy* although they missed it sometimes, for example, *He stand about 169 cm*. In terms of vocabulary, their words improved to be more complex although sometimes they were still influenced their language writing style, for example, *Mesi's ages is 26 year old*, *His age is 23 years old* and *His height is about 170 cm*. They also wrote the correct spelling although sometimes missed some words, for instance, *He is smart in singing and he is smart in playing gitar*. Referring to mechanics they had already put the full stops and the correct capital letters although at times they forgot them and wrote the capital letters in the middle of their sentences, for example, *His Full name is Luis Lionel Andres Messi*, *He has Black hair and brown skin* and even wrote the small letter in the beginning of the sentence, for example, *his height is about 170 cm*.

However, overall, their writing improved after having the implementation of collaborative writing. The following is the summary of their mean score in Cycle II. The coefficient correlation of the score by the raters showed  $r = 0.982$  at the significance level 0.000 ( $p < 0.05$ )

Table 9: The Students' Mean Score in Cycle II

Aspect of Writing	Content	Vocabulary	Grammar	Mechanics
Mean Score	23.20	17.14	20.06	4.25
Total Mean Score = 81.95				

Based on the interview with the collaborator and the students, the observation and the students writing in Cycle II, the researcher and the collaborator did the discussion. Due to the implementation in Cycle II which was successful and the objective of the research which was already achieved, the researcher and the collaborator agreed to end this research in Cycle II. The following is the interview transcript reflecting the agreement between the researcher and the English teacher as the collaborator.

- R : *Oiya Pak, jadi menurut Bapak penelitian ini perlu dilanjutkan apa sudah bisa disudahi Pak?*  
(What do you think about this research? Does it need to be continued or Is it OK to be ended?)
- T : *Kalau menurut saya sudah cukup Mbak, hasilnya sudah bagus begitu.*  
(I think the result has shown the good result. It can be ended.)
- R : *Berarti sudah bisa melaksanakan posttest ya Pak?*  
(So, could I administer the posttest, Sir?)
- T : *Silahkan Mbak, mau hari apa?*  
(Yes, please, what day will you administer that?)
- R : *Besok Senin sekalian mawon Pak. Biar sekalian.*  
(On Monday)

(Interview Transcript 27 / 28-09-13 / p.144)

Before ending the research, they administered the posttest to test the students' writing ability on Monday, 30<sup>th</sup> September 2013. The students' results in the posttest can be shown in the following table. The coefficient correlation showed  $r = 0.959$  at the significance level 0.000 ( $p < 0.05$ ).



Table 10: The Students' Mean Score in the Posttest

Aspect of Writing	Content	Vocabulary	Grammar	Mechanics
Mean Score	23.72	17.60	20.43	4.45
Total Mean Score = 84.45				

The researcher and the collaborator then categorized the students' scores in the posttest. The categorization is presented as follows.

Table 11: The Frequency Distribution of the Students' Scores in the Posttest

Class Interval	Frequency	Level
89-Above	7	Excellent
78-88	15	Very Good
67-77	2	Average
56-66	0	Fair
45-55	0	Poor
34-44	0	Very Poor
N	0	

From the table above it could be seen that the level of the students' scores increased. There were two students in the range score of 67-77. In the range score of 78-88 were fifteen students. Moreover, in the excellent level there were seven students. While the students' final scores could be categorized in table 11, the summary of the result of the changes in Cycle I and Cycle II after the implementation is presented as follows.

Table 12: The Result of the Changes of the Students' Writing Ability in Cycle I and Cycle II

No.	Aspects of Writing	Cycle I	Cycle II
1.	Content of writing	• They started to write and were confident	• They were confident enough.

(Continued)

(Continued)

No.	Aspects of Writing	Cycle I	Cycle II
		<p>enough in writing although they sometimes stuck in the middle of their writing because they lost the words that made them confused</p> <ul style="list-style-type: none"> <li>• They tended to make text containing simple information of the subject.</li> </ul>	<p>to write the text by themselves.</p> <ul style="list-style-type: none"> <li>• They could develop their writing into more complex text</li> </ul>
2.	Vocabulary	<ul style="list-style-type: none"> <li>• They still misused the form of the word and the word choice at times.</li> <li>• They had already consulted to the dictionary though they forgot to open it at times.</li> <li>• They looked for the vocabulary in the dictionary but they sometimes misused the words stated in the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• They consulted the dictionary whenever they got the difficulty especially related to the vocabulary.</li> <li>• They rarely misused the word.</li> <li>• Their vocabulary mastery increased.</li> </ul>
3.	Grammar	<ul style="list-style-type: none"> <li>• The students' sentences structure was still influenced by the Indonesian language writing style at times.</li> <li>• They had already put the verbs in their sentences.</li> <li>• They had already put the subjects in their sentences although they used the wrong pronouns at times.</li> </ul>	<ul style="list-style-type: none"> <li>• They could write the correct sentence construction.</li> <li>• They had already put the verbs in their sentences.</li> <li>• They had already put the subject in their sentences.</li> <li>• They correctly put the verbs based on the subjects.</li> </ul>

(Continued)

(Continued)

No.	Aspects of Writing	Cycle I	Cycle II
		<ul style="list-style-type: none"> <li>• They still put the double verbs in one sentence sometimes.</li> <li>• They sometimes still forgot to add s/es for the singular subject, <i>he, she, it</i>.</li> <li>• They still misused the verbs for e certain subjects like <i>I, you, they, we and he, she, it</i>.</li> <li>• They had already made simple noun phrases but still made the wrong order at times.</li> <li>• They still often used the wrong pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• They already knew the different use of is, are, has, have and infinites with s/es and without s/es although they sometimes forgot to add s/es for a certain subject.</li> <li>• They had already made more complex noun phrases.</li> <li>• They had already used the correct pronouns and rarely made mistakes.</li> </ul>
4.	Mechanics	<ul style="list-style-type: none"> <li>• The students had already used the full stop in their writing but sometimes they still forgot to use it.</li> <li>• They still missed the use of capital letters at times and sometimes still wrote the small letters in the middle of their sentences.</li> <li>• They still wrote the wrong spelling at times.</li> </ul>	<ul style="list-style-type: none"> <li>• They rarely made mistakes in using the full stop, the capital letters and in writing the spelling of the words. However they still made the mistakes sometimes though the mistakes were not as many as in Cycle I.</li> </ul>

#### D. Scores of the Students' Writing

Since the researcher and the collaborator ended the research, the summary of the students' writing scores was made. In analyzing the students' writing, they

used the previous writing scoring rubric by Jacob, et al. To obtain the inter-rater reliability of the research, both the researcher and the collaborator became the raters. The scores made by them were then correlated by using the Pearson product moment correlation coefficient. Moreover, the comparison of the mean scores of the students' scores in the aspects of content, vocabulary, grammar and mechanics is presented as follows. The standard deviations are also provided to see the variability of the class.

**Table 13: Comparison of the Mean Scores and Standard Deviations of the Students' Scores in the Aspect of Content in the Pretest, Cycle I, Cycle II and the Posttest**

	<b>Pretest</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Posttest</b>
<b>Mean Scores</b>	<b>19.54</b>	<b>21.77</b>	<b>23.20</b>	<b>23.72</b>
<b>Standard Deviations</b>	<b>4.13</b>	<b>2.76</b>	<b>2.38</b>	<b>2.18</b>

Based on the table above, the mean scores of the students' scores in the aspect of content from the pretest up to the posttest showed the improvement. There was 2.23 point of improvement of the mean scores from the pretest to Cycle I. Meanwhile, comparing to Cycle I and Cycle II, the mean scores improved 1.43 point. Next, 0.52 point of improvement was obtained from the comparison of the result in Cycle II and the posttest. The standard deviation of the students' scores in the pretest was 4.13 which were bigger than that in Cycle I namely 2.76. However, the Standard deviation in Cycle II obtained 2.38 and it was decreased in the posttest, 2.18. From the standard deviations, the data showed that the homogeneous scores were in the posttest as compared to the others.

Not only in the aspect of content of writing, but also the representation of the students' scores summary in the aspect of vocabulary is shown below.

**Table 14: Comparison of the Mean Scores and Standard Deviations of the Students' Scores in the Aspect of Vocabulary in the Pretest, Cycle I, Cycle II and the Posttest**

	<b>Pretest</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Posttest</b>
<b>Mean Scores</b>	<b>10.48</b>	<b>14.62</b>	<b>17.14</b>	<b>17.60</b>
<b>Standard Deviations</b>	<b>2.47</b>	<b>1.82</b>	<b>1.25</b>	<b>1.23</b>

The table above showed that the students' mean score in the aspect of grammar in the pretest obtained 10.48. It increased 4.14 point in Cycle I and became 14.62. The improvement of the mean scores reached 17.14 in Cycle II by which the improvement point was 2.52. The mean score was dynamically increased up to 17.60 in the posttest which was higher 0.46 point as compared to the mean score in Cycle II. The standard deviation of the students' vocabulary scores in the pretest was 2.47. It decreased 0.65 in Cycle I and became 1.82. In Cycle II, the standard deviation kept decreasing up to 1.25. Furthermore, comparing to Cycle II and the posttest, the standard deviation decreased slightly and became the smallest point namely 1.23. It meant that the most homogeneous students' scores were in Cycle II.

The students' improvement in the writing ability was also shown by the increasing mean scores from the pretest to the posttest. The summary of the mean scores comparison is described as follows.

**Table 15: Comparison of the Mean Scores and Standard Deviations of the Students' Scores in the Aspect of Grammar in the Pretest, Cycle I, Cycle II and the Posttest**

	<b>Pretest</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Posttest</b>
<b>Mean Scores</b>	<b>9.35</b>	<b>12.89</b>	<b>20.06</b>	<b>20.43</b>
<b>Standard Deviations</b>	<b>2.95</b>	<b>2.57</b>	<b>1.79</b>	<b>1.96</b>

The students' improvement gradually increased in the aspect of grammar. It could be seen from the mean scores of their scores. Their mean score in the pretest showed 9.35. The point increased became 12.89 and improved 3.54 point. The highest improvement point was obtained in Cycle II. Comparing to Cycle I and Cycle II, the students' mean scores increased 7.17 point and became 20.06. The improvement was still gained in the posttest which showed 0.37 point. Though the point of improvement decreased in the posttest, the students' mean scores kept improving. From the mean scores, it could be concluded that the students' scores improvement was obtained after the implementation of collaborative writing. The most heterogeneous students' scores were in the pretest. However, the most homogeneous ones were in the posttest. They could be seen from the standard deviations which kept decreasing from the point of 2.95 to 1.96.

The students' mean scores in the aspect of mechanics also showed the improvement. The following is the summary of the comparison of the students' mean scores from the pretest to the posttest.

**Table 16: Comparison of the Mean Scores and Standard Deviations of the Students' Scores in the Aspect of Mechanics in the Pretest, Cycle I, Cycle II and the Posttest**

	<b>Pretest</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Posttest</b>
<b>Mean Scores</b>	<b>2.85</b>	<b>3.18</b>	<b>4.25</b>	<b>4.45</b>
<b>Standard Deviations</b>	<b>0.65</b>	<b>0.64</b>	<b>0.63</b>	<b>0.61</b>

The table above showed that the students mean score in the aspect of mechanics was 2.85 in the pretest. In Cycle I, it increased became 3.18 which was 0.33 point higher than that in the pretest. The mean score in Cycle II reached 4.25

and was 1.07 point higher than that in Cycle I. The result in the posttest also showed the students' improvement. The mean score in the posttest was 4.45. Not only having the highest improvement, but having the most homogeneous scores also was shown in the posttest. It could be seen from the standard deviation namely 0.61 as compared to the three others.

Overall, after having the implementation of collaborative writing, the students' writing ability improved in the aspects of content, vocabulary, grammar and mechanics. However, the highest improvement of the mean scores was obtained in the aspect of grammar. In conclusion, the students made the improvement in all aspects of writing mentioned before. From the pretest up to the posttest, the students mean scores increased. It meant that the students' improvement kept increasing. The standard deviations, however, decreased from the pretest up to the posttest. It meant the students' scores became more homogeneous after the implementation. The summary of the students' writing mean scores and the standard deviations is represented as follows.

**Table 17: Comparison of the Mean Scores and Standard Deviations of the Students' Scores in the Pretest, Cycle I, Cycle II and the Posttest**

	<b>Pretest</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Posttest</b>
<b>Mean Scores</b>	<b>55.04</b>	<b>68.08</b>	<b>81.95</b>	<b>84.45</b>
<b>Standard Deviations</b>	<b>10.95</b>	<b>7.04</b>	<b>6.09</b>	<b>5.39</b>

From the table above, the students' writing mean score in the pretest was 55.04. It increased 13.04 after the implementation in Cycle I. Their writing mean score then became 68.08 in Cycle I. The highest improvement was shown after the implementation of Cycle II. Their writing mean score in Cycle II was 81.95. It

improved 13.87 point as compared to the mean score in Cycle I. The mean score kept increasing in the posttest which showed 2.50 point higher than that in Cycle II.

The standard deviation in the pretest, however, showed 10.95. It meant that the students' scores were really heterogeneous. After the implementation of collaborative writing in Cycle I, the standard deviation decreased 3.91 point in 7.04. In addition, the standard deviation in Cycle II showed 6.09 which was smaller 0.95 point than that in Cycle I. The last, the standard deviation in the posttest was 5.39 and was smaller 0.70 than that in Cycle II. In conclusion, the students writing ability improved through the implementation of collaborative writing. Moreover, the students' scores were also more homogeneous after the implementation of collaborative writing.

To see the significance level and the improvement of the students' writing ability, the researcher and the collaborator do the t-test. In comparing the students' pretest and posttest scores, a paired-samples test was used. The result of the test is represented as follows.

**Table 18: Comparison of the T-Test result of the Students' Scores in the Pretest and the Posttest**

Paired Samples Test						
	Paired Differences				t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		

(Continued)



(Continued)

					Lower	Upper			
Pair 1	Pretest - Posttest	-29.35417	9.24483	1.88709	-33.25792	-25.45042	-15.555	23	.000

From the table above, it was clearly stated that the t value was -15.55. The significance level between the pretest and posttest means was 0.00 which was lower than  $p = 0.05$ . From the result of the t-test above, it could be concluded that the students' writing ability improved significantly after they had the implementation of collaborative writing. Therefore, the research was successful in improving the students' writing ability.

## E. Discussion

The research aimed at describing how collaborative writing could improve the writing ability of Class VIII F students of SMP N 2 Srandakan. Referring to the research's objective, the findings showed that the implementation of collaborative writing improved the students' writing ability in the aspects of content, vocabulary, grammar and mechanics. It was true that collaborative writing offered the experience both in the social and cognitive aspects. They could work well if both aspects were combined. The findings were supported by Vass, Littleton, Miell and Jones' findings (2008) which emphasized the cognitive and social factors in the process of collaborative writing in producing better writing.

During the process of collaborative writing, the students benefited from both the cognitive and social aspects. The students did the pairs and groups

dialogues to solve the problems in writing. The study by Jong (2009) also showed the same result that their students did the negotiation during the process. Storch (2005) & (2010) also emphasized that the students' feedback during the process of collaborative writing was positive. In addition the discussion session brought the students into the process of complex thinking as Vass, Littleton, Miell and Jones (2008) found in their findings of the study.

The success of the implementation of collaborative writing could be seen from the mean scores of the students' scores from the pretest to the posttest. The students' scores also became more homogeneous after the implementation of collaborative writing. The significance of the difference of the students' improvement between their writing in the pretest and in the posttest could be seen by the result of the paired-samples test. The result showed that the  $t$  value was -15.555 at the significance level 0.00 ( $p < 0.05$ ). It meant that the students made a significant improvement before having the implementation of collaborative writing and after the implementation of collaborative writing.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research findings and discussion in chapter IV showed that the writing ability of Class VIII F students of SMP N 2 Srandakan improved through the use of collaborative writing. There were two cycles which each cycle consisted of three meetings. In Cycle I, all of the activities were done collaboratively in pairs except the activity of writing the text individually. Those activities could help the students to improve the students' writing ability although there were some problems found during the process. In Cycle II, however, the activities, except the activity of writing the text individually, were done collaboratively in groups of four. The collaborative writing could give the contribution to the improvement of the students' writing ability in terms of their content of writing, vocabulary, grammar, and mechanics.

In the aspect of content, collaborative writing gave them opportunity to share their knowledge and opinions so that they could easily generate the ideas. They could help each other to think, determine, and consider the content of their writing. As the result they could write the more complex text and were confident enough to write the text after having the discussion with others. Meanwhile in terms of vocabulary, collaborative writing worked well in helping them to increase their vocabulary mastery. When doing the discussion during the process of writing, they added the English words they knew to each other. Moreover, they

reminded the others when they wrote the wrong words. As a result, they rarely misused the word form and choice. Next, collaborative writing improved their grammar through the activities of discussion and negotiation during the process of writing. They also reminded the others who used wrong grammatical features and even helped each other to construct the correct one. The feedback given by the others during the discussion also indirectly helped the other to deepen their understanding. Consequently, they made more accurate sentences consisting of the correct grammatical features. Finally, the feedback during the process of collaborative writing helped them to improve their mechanical aspect. They reminded each other about the correct spelling, punctuation and capitalization when writing.

In addition, the mean scores of their writing increased significantly cycle by cycle. The  $t$  value of the pretest and the posttest was -15.555 at the significance level 0.000 ( $p < 0.05$ ). Therefore, it could be concluded that collaborative writing could improve the students' writing ability.

## **B. Implications**

From the findings of the research, it could be implied that collaborative writing activities could be helpful to be applied in the teaching and learning process to improve the students' writing ability. The students' writing ability improved in the aspects of content, vocabulary, grammar, and mechanics. In the aspect of content, collaborative writing activities helped the students to stimulate in generating their ideas. They then were more confident in writing the text.

Meanwhile in the aspect of vocabulary, collaborative writing activities gave them the contribution to have the time to add more English words from the others. The process of discussion in collaborative writing also helped them to improve their grammar and mechanics aspects. They could remind each other and even helped and gave feedback to each other. As a result, they could know the things related to grammar and mechanics better than before.

### **C. Suggestions**

#### **1. Students**

In reference to the students' writing ability, it will be much better if they can make their own opportunities in practicing their writing. It is also necessary for them to always consult the words to the dictionary to develop their vocabulary mastery. Furthermore, their awareness in writing the capital letters in the middle of their sentences should also be developed. Collaborative writing activities are only done to help them to improve their writing ability. Therefore, they also need to practice their writing individually.

#### **2. English Teachers**

It is crucial for the English teachers especially the English teachers in SMP N 2 Srandakan to improve the students' writing ability. Moreover, it is better for them to apply the collaborative writing in the teaching and learning process of writing. Building their knowledge of their linguistics features of a certain genre of text by giving many tasks is really needed so they can write the text better. In

addition, involving the students' feedback during the process of writing is also important for them.

### 3. Other Researchers

In reference to the limitation of this research which only focuses on the students' writing ability in the descriptive text, other researchers may conduct research on the use of collaborative writing in other genres to improve the students' writing ability.

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# APPENDICES

# **APPENDIX A: FIELD NOTES**

No. : FN 01  
 Hari, tanggal : Sabtu, 07 September 2013  
 Jam : (09.00-09.20)  
 Tempat : Ruang Kepala Sekolah  
 Kegiatan : Ijin Penelitian  
 Responden : Peneliti  
 Kepala Sekolah

1. Peneliti tiba di sekolah pada pukul 09.00 WIB.
2. Peneliti menyalami bapak dan ibu guru TU dan menanyakan apakah Bapak kepala sekolah ada.
3. Peneliti meminta ijin untuk bertemu dengan kepala sekolah.
4. Peneliti menunggu kepala sekolah di ruang tamu kepala sekolah.
5. Kepala sekolah memasuki ruang tamu dan menanyakan maksud kedatangan peneliti.
6. Peneliti menyampaikan maksud kedatangannya untuk meminta ijin melaksanakan penelitian di SMP N 2 Srandakan.
7. Kepala sekolah menerima peneliti dengan senang hati.
8. Kepala sekolah meminta berkas-berkas beserta surat ijin penelitian dari dinas terkait
9. Kepala sekolah mempersilahkan peneliti untuk melakukan penelitian di SMP tersebut dan menanyakan kelas apa yang akan digunakan untuk penelitian.
10. Peneliti menyampaikan rencana penelitian berkaitan dengan masalah siswa yang pernah peneliti temukan saat melakukan PPL di SMP tersebut.
11. Kepala sekolah mempersilahkan peneliti untuk berkomunikasi dengan guru yang terkait.
12. Peneliti meminta ijin untuk bertemu dengan guru terkait dan sekaligus mohon pamit.

No. : FN 02  
 Hari, tanggal : Sabtu, 07 September 2013  
 Jam : (09.25-09.45)  
 Tempat : Ruang Kepala Sekolah  
 Kegiatan : Ijin Penelitian  
 Responden : Peneliti  
 Guru Bahasa Inggris

1. Peneliti memasuki ruang guru, menyapa dan menyalami bapak dan ibu guru.
2. Peneliti meminta ijin untuk bertemu dengan guru Bahasa Inggris yang bersangkutan.
3. Peneliti bertemu dengan guru Bahasa Inggris dan mempersilahkan peneliti duduk.
4. Peneliti duduk dan menyampaikan maksud kedatangan peneliti.

5. Guru Bahasa Inggris menerima kedatangan dan maksud peneliti dengan senang.
6. Guru Bahasa Inggris menanyakan hari pelaksanaan penelitian dan melihat jadwal.
7. Peneliti meminta izin untuk melakukan observasi kelas dan juga pretest sebelum penelitian.
8. Guru Bahasa Inggris memberikan masukan untuk melaksanakan observasi besok Senin dan menawarkan hari untuk melakukan pretest kecuali hari Sabtu besok karena KBM ditiadakan. Beliau juga menyarankan untuk segera saja melakukan penelitian karena beberapa minggu kedepan sudah ada UTS.
9. Peneliti menyetujui waktu penelitian dan memilih hari Jumat untuk melakukan pretes sebelum melakukan penelitian.
10. Peneliti dan guru Bahasa Inggris menyetujui waktu pelaksanaan pretest pada hari Jumat.
11. Peneliti bertanya-tanya sedikit mengenai pembelajaran writing kemudian mengucapkan terima kasih dan memohon pamit.

No. : FN 03  
 Hari, tanggal : Jumat, 13 September 2013  
 Jam : (08.35-09.15)  
 Tempat : Ruang Kelas  
 Kegiatan : Pelaksanaa Pretest  
 Responden : Peneliti  
                   Guru Bahasa Inggris (Kolaborator I)  
                   Teman Sejawat (Kolaborator II)  
                   Siswa

Peneliti memasuki ruang kelas bersama dengan kolaborator I dan II lalu ketua kelas memimpin memberi salam dan berdoa. Kolaborator I menjelaskan kepada siswa bahwa untuk beberapa hari kedepan pelajaran Bahasa Inggris akan diajarkan oleh peneliti. Kolaborator mempersilahkan peneliti kemudian peneliti menyapa siswa "Good Morning. How are you today?" "I am fine, and you?" "I am great, thanks. Do still remember me?" "Yes.." "Siapa hayo?" "Miss Defi" "Wahh ternyata kalian masih ingat sama Miss Defi, hehe,," Jelas no Miss." "Ok boys and girls, today siapa yang gak bawa kamus hari ini?" sebagian besar siswa tidak membawa kamus. "Oh my god. Why don't you bring your dictionary?" "Abot e miss." "Besok lagi kalo pas pelajaran Bahasa Inggris harus bawa kamus ya,," "ya miss" Peneliti menyakan siapa yang absen lalu memulai pretes. Siswa diminta untuk membuat deskripsi teks dengan tema pet sesuai dengan apa yang mereka bisa dan pikirkan. "Wah yo raiso iki Miss." "Wah angel iki Miss." "Ayo berusaha, sebisanya kalian aja,, pasti bisa,, dirumah punya pet kan? Nah,, coba di deskripsikan pet kalian itu seperti apa." Setalah membagikan kertas kepada siswa, pretes kemudian dimulai selama kurang lebih 25 menit. "Miss, ini gimana?"

“Coba Miss lihat,, Nahh,, ayo diteruskan lagi,, gak apa-apa.. sebisanya aja,, yang sudah pernah dipelajari jurus-jurus maut nya dikeluarkan ayoo,, Come on,, U can do that,, Come on,, Come on,,” Hampir seluruh siswa merasa kesulitan dalam menulis teks deskripsi, bahkan ada yang memilih untuk mencontek pekerjaan teman atau buku. Setelah beberapa saat jam pelajaran untuk Bahasa Inggris mulai habis. Kemudian siswa diminta untuk mengumpulkan tulisan masing-masing dan peneliti mengakhiri pelajaran dengan mengucapkan salam,

No. : FN 04  
 Hari, tanggal : Senin, 16 September 2013  
 Jam : (07.45-09.15)  
 Tempat : Ruang Kelas  
 Kegiatan : Pelaksanaan Cycle I (Pertemuan I)  
 Responden : Peneliti  
                   Guru Bahasa Inggris (Kolaborator I)  
                   Teman Sejawat (Kolaborator II)  
                   Siswa

Pelajaran dimulai pukul 07.45 karena ada upacara bendera. Setelah upacara selesai, seperti biasa kolaborator ada briefing dengan kepala sekolah dan guru-guru lainnya. Peneliti diminta untuk memasuki ruang kelas terlebih dahulu guna efisiensi waktu. Peneliti kemudian memasuki ruang kelas bersama dengan teman sejawat sebagai kolaborator II. Kolaborator II kemudian menyiapkan untuk mendokumentasikan proses pembelajaran, dia juga membantu peneliti dalam mendokumentasikan beberapa percakapan siswa. Ketua kelas kemudian menyiapkan dan memimpin salam dilanjutkan dengan berdoa. Peneliti menyapa siswa dan menanyakan apakah ada siswa yang absen dan mereka menjawab tidak ada. Peneliti kemudian membuka pelajaran dengan menanyakan apakah anak-anak mempunyai pet. “Who has a pet at home?” “What is your pet?” “What does your pet look like?” Untuk memperjelas pemahaman mereka tentang apa yang akan dipelajari, peneliti memberikan worksheets untuk siswa berisikan beberapa nama hewan, gambar hewan peliharaan dan deskripsi tentang hewan pada gambar. Secara berpasangan, siswa kemudian di minta untuk menjodohkan gambar dengan deskripsi yang tepat. “Have you got the worksheet? Sudah dapet worksheetsnya semua?” “Lhah kok satu meja cuma satu miss?” “Nahh,, ayo instruksi nya dibaca,,” “In pairs...” “Nah,, in pairs,, in pairs itu artinya apa? Secara berpasangan,,” “OOooooo...” mereka menjawab. “Pasangannya mau diacak apa menentukan sendiri-sendiri?” “Satu meja aja Miss,,ben penak” “OK,, Sekarang silahkan dikerjakan berpasangan didiskusikan sama temannya. Saling memberi tahu dan membantu yaa..” “Ya Miss!” Siswa mengerjakannya tugas pertama secara berpasangan. Tidak lama kemudian Guru Bahasa Inggris sebagai kolaborator I memasuki ruang kelas dan mengambil tempat duduk di sisi pojok belakang. Beliau kemudian mengamati proses pembelajaran. Pada tugas pertama siswa diminta mengelompokkan hewan yang termasuk pet dan yang termasuk

wild dan tugas kedua siswa diminta untuk menogohkan gambar dengan deskripsi yang tepat. Meskipun hanya mengelompokkan nama hewan, tetapi ada beberapa siswa yang tidak tahu nama hewan tersebut. “Miss iki ki artine opo e miss?” “Yang mana?” “Anu.. Walah,, kui ki beo,, mosok ra ngerti to” “Nah tu temennya tahu,,untuk semuanya,, attention please,, u work in pairs OK? Kalian bekerja secara berpasangan,, jadi didiskusikan bersama,, jangan misalnya Rega mengerjakan nomor 1-4 lalu mandala nomor 5- 8.. got it? sudah paham? Iya misss,, (serentak menjawab). Setelah selesai mengerjakan, peneliti dan siswa membahas kedua tugas bersama-sama secara sekilas. “Jadi kalian sudah tahu ya hewan yang termasuk pet sama yang termasuk hewan buas?” “Sudah Miss.. “All right. After this, you will have other tasks.” (sambil membagikan worksheet kepada murid).. “Please read the instruction. ,, nah,, jadi ada teks yang judulnya apa?” “I Have a Cat” “Good. Dibaca lalu dijawab pertanyaanya, OK?” Siswa kemudian berdiskusi dalam menjawab pertanyaan berdasarkan teks. “What ki opo ver?” “Mmm..apa nek rasalah,,” “woiyo ho.oh apa,..Dadine iki jawabane sek,,,,,” “iki,,,” Beberapa menit kemudian siswa dan peneliti bersama-sama membahas hasil pekerjaan siswa. Pembahasan pada kali ini ditekankan pada karakteristik teks deskripsi. So, what is the descriptive text for?” “What is its function?” “OK, Are you Sekar?” “ Yes, Miss.” “OK, what is the function of the descriptive text?” “Nganu Miss, buat mendeskripsikan misalnya hewan ya Miss?” “Good Sekar, Good Job”. “So, its function is to describe anything, mendiskripsikan sesuatu, for example, to describe place, person, animal, etc.” “And then, what does the text consist of?” “Isinya mencakup apa saja?” “Please Robi, could you tell me what the descriptive text consists of?” Peneliti menunjuk salah satu siswa yang kurang memerhatikan pembahasan sedang berlangsung dan mengganggu teman yang lain yang. Siswa yang lain langsung memerhatikan Robi sambil tertawa. “Attention please, jadi jelas kalo descriptive text itu ada this one, judul, and then introduction, misalnya yang ada di teks tadi *I have a pet and his name is Spot* and also its characteristic, misalnya, bentuknya, warnanya, hobi nya, dll. Understood everyone? Bisa di mengerti ya.” “Ya miss”. Setelah menjelaskan sedikit tentang teks deskripsi, siswa diminta untuk mengerjakan task tentang pronouns, noun phrases, dan tentang kalimat positif dan negative. Sebelumnya, peneliti sudah menjelaskan dan memberi contoh di depan kelas. Pada saat menjelaskan dengan contoh di papan tulis, respon siswa mengangguk-anggukan kepala dan berkata “Ooo” . Peneliti kemudian memberikan dua teks deskripsi lainnya yang berjudul *My Lovely Puppies* dan *My Dog, Brownie*. Dalam prosesnya, siswa mengerjakan, mendiskusikan dan memutuskan jawaban secara bersama. “Tki sek bener pie iki urutane,, cute cat my?” “My ne kin neng ngarep dewe nek rasalah ki,,” “Sek tak deloke catetane” “Lo..neng ngarep to,,mau ki yon eng ngarep..” “Woiyo,, neng ngarep, hehehe.” Peneliti memonitor proses diskusi dan membantu siswa yang mendapatkan kesulitan. “Miss,, ini gimana ya Miss?” “Gimana ada kesulitan?” “Ini lo miss, *my cat coulor blue* is bukan?” “Nah, tadi nulis contohnya miss gak?” “Nulis miss,,” “Nah ayo diskusi,, yang bener yang mana, diliat bersama,, kira kira is itu letak nya dimana,,?” “weh iki Na,, ng kene ki Na,,” “Neng mburi subject yo dadine,,” “Ho.oh...makasih ya Miss,,” “Iya,, dilanjutkan ya,, didiskusikan bersama,,”

Setelah beberapa menit kemudian, siswa di minta untuk menukarkan pekerjaannya dengan pekerjaan pasangan lain untuk dibahas bersama-sama. Namun sebelumnya, siswa diminta untuk mengoreksi sendiri bersama pasangan selama kurang lebih 10 menit. Setelah selesai, beberapa siswa diminta untuk menuliskan beberapa jawaban di papan tulis lalu didiskusikan bersama. Peneliti juga mempersilahkan siswa yang ingin membenarkan jawaban yang kurang tepat. dengan menulis di papan tulis. “Nah yuk kita lihat.. ini harus nya apa? Siapa yang bisa membenahi silahkan angkat tangan dan maju,, OK Sekar,,ayo,, OK good, thank you. Nah ayok perhatikan semuanya,, jadi susunannya seperti ini ya,, ada yang belum paham? Ada pertanyaan? Tidak miss,,, OK good,, Sekarang boleh di kembalikan pekerjaannya temennya,,,yang salah coba di lihat dan di pahami ya,,, untuk pertemuan besok jangan lupa membawa apa? Kamuuss,,, oke,, hari ini apa yang kalian pelajari? What have we learnt? My her his,, kata sifat Miss, don’t does not miss,, oke good,, keep studying ya,, thank you for today and see you tomorrow.”

No. : FN 05  
 Hari, tanggal : Jumat, 20 September 2013  
 Jam : (08.35-09.15)  
 Tempat : Ruang Kelas  
 Kegiatan : Pelaksanaa Cycle I (Pertemuan II)  
 Responden : Peneliti  
                   Guru Bahasa Inggris (Kolaborator I)  
                   Teman Sejawat (Kolaborator II)  
                   Siswa

Pertemuan kedua dilaksanakan pada hari Jumat tanggal 20 September 2013. Peneliti, kolaborator I dan II memasuki ruang kelas pukul 08.35. kolaborator I kemudian duduk di barisan paling belakang untuk mengamati proses pembelajaran sedang kolaborator II menyiapkan kamera untuk mendokumentasikan proses pembelajaran. Ia juga membantu dalam mendokumentasikan beberapa percakapan siswa selama proses pembelajaran. Peneliti kemudian membuka pelajaran dengan menyapa siswa “Good Morning Boys and Girls,,” “Good morning Miss,,” “How are you today?” “Fine,,thank you and you?” “I’m great, thanks.” Peneliti kemudian memulai pembelajaran dengan meananyakan apa yang telah mereka pelajari pada pertemuan sebelumnya. “Nah,, what have we learnt before? kemarin kita belajar tentang apa? Masih ingat nggak?” salah satu dari siswa menjawab “kucing miss,,” “Good, what about you Shafa?” “Kata sifat, Miss, terus opo yo,, my, her, your, his, ,,” “Great, and what about you Zainal?” “Diskripsi, Miss “ngurutke, Miss “Excelent!” Siswa tampak paham tentang apa yang telah mereka pelajari pada pertemuan sebelumnya. Kemudian peneliti membagi siswa menjadi pasangan seperti pasangan sebelumnya. Secara berpasangan , mereka diminta untuk berkolaborasi menulis teks deskripsi sesuai dengan gambar yang telah di beri oleh peneliti. Peneliti juga telah



memberikan beberapa tambahan informasi terkait dengan gambar sehingga siswa tidak terlalu kesulitan dalam membuat teks. Sambil membagikan lembar kerja untuk siswa, peneliti menjelaskan apa yang harus mereka lakukan. Dalam proses menulis, mereka aktif berdiskusi dan berkolaborasi. Pertama-tama mereka merencanakan apa yang akan mereka tulis sebelum di tulis kedalam lembar kerja. Kemudian mereka berdiskusi untuk mengembangkan teks. Dalam proses diskusi, siswa saling bekerja sama, membantu, dan bernegosiasi untuk membuat keputusan tentang apa yang akan ditulis. Salah satu pasangan yang mengalami kesulitan bertanya kepada peneliti saat berdiskusi. Verina bertanya kepada Fitri “Sikek dewe opo iki, I has a cat?” “Weh, I ki rak have to udu has” “has yo,,” “udu, have,,” “ho’oh po?” “Walah malah ngeyel, Miss,, ini lo Miss,, ” “What happened, Fitri?” “Ini lo miss, Verina ki ngeyel, nek I ki pasangane have yo Miss.” “Nah, do you still remember AYUDEWI tidak suka eS? I, You, They, We?” “Berarti pake have kan Miss? Iya,, Hlo to,, ngeyel.” Pasangan Isti dan Riska juga berdiskusi dalam proses menulis. Isti bertanya “Pendek ki bahasa inggrise opo,, lali aku,, short udu?” Riska menjawab “Sek tak golekke kamus,,” Riska mencari kata di kamus kemudian menunjukkannya kepada Isti “iki to,,” Isti mengiyakan “ho,oh ho.oh,,” Selama kurang lebih 25 menit, pekerjaan siswa kemudian ditukarkan dengan pekerjaan siswa lain, kemudian secara berpasangan mereka mengoreksi sesuai apa yang mereka tahu. Sekitar lima menit kemudian, mereka mengembalikan pekerjaan pasangan lain. Setelah itu mereka merubahnya dan menulis kembali teks yang telah dikoreksi oleh pasangan lain. Sebelum merubah dan menulis kembali, peneliti menjelaskan bahwa mereka boleh merubah teks sesuai dengan keyakinan mereka. Bila mereka yakin bahwa pekerjaan mereka sebelumnya benar, maka mereka boleh untuk mempertahankan tulisan mereka, tetapi bila mereka yakin bahwa koreksi yang di berikan oleh teman lain benar, maka mereka boleh merubah sesuai dengan apa yang telah di koreksi pasangan lain. “kalo kalian yakin sama tulisan kalian di pertahanin aja, tapi kalo kalian yakin tulisan kalian kurang tepat trus koreksi teman kalian lebih tepat, silahkan diganti. Got it everyone? Dalam proses merevisi dan menulis teks kembali, siswa juga melakukannya secara berkolaborasi. “Eh, iki sek bener awakdewe to? Nek iki rak subject to,, dadine yo *her* udu *she*” “*She name po her name?* nganggo *name* to,, her kui” “lhaiyo,,berarti salah to le ngoreksi.” Setelah menulis kembali teks, peneliti meminta siswa untuk mengumpulkan pekerjaannya. Kemudian peneliti menyimpulkan dan membuat refleksi tentang pelajaran hari ini. Ia menutup pelajaran dengan berdoa dan mengucapkan salam. “OK, Boys and girls, I think the time is up for today. See you for the next meeting.” “See you, Miss”.

No. : FN 06  
 Hari, tanggal : Sabtu, 21 September 2013  
 Jam : (07.15-08.35)  
 Tempat : Ruang Kelas  
 Kegiatan : Pelaksanaan Cycle I (Pertemuan III)  
 Responden : Peneliti  
                   Guru Bahasa Inggris (Kolaborator I)  
                   Teman Sejawat (Kolaborator II)  
                   Siswa

Pelajaran Bahasa Inggris dimulai pukul 07.00. Peneliti, kolaborator I dan II memasuki ruangan kelas kemudian guru sebagai kolaborator I duduk di sudut kelas untuk mengamati proses pembelajaran sedangkan kolaborator II mendokumentasikan gambar saat kelas berlangsung. Seperti biasanya, sebelum pelajaran pertama dimulai, anak-anak membaca Al-Quran selama kurang lebih 15 menit. Setelah 15 menit, ketua kelas memimpin berdoa dan mengucapkan salam kepada guru. Peneliti kemudian merespon dan dilanjutkan dengan menanyakan siswa yang tidak hadir. Semua siswa hadir pada pertemuan kali ini. Setelah itu, peneliti menanyakan tentang apa yang mereka pelajari pada pertemuan sebelumnya. "What did we learn yesterday?" "Mendiskripsikan cat, Miss they mereka menjawab serentak. "Karakteristik kucingnya kemarin apa saja hayo, masih ingat?" Salah satu siswa menjawab "Kitty, Miss" "Good job, and what does she like?" "Fish, bones, milk" jawab mereka dengan keras. "And what does she dislike?" Siswa serentak menjawab "Bread, rice, Miss" "OK great everyone." Peneliti kemudian membagikan hasil tulisan siswa dan memberikan waktu kurang lebih 5 menit untuk membaca hasil koreksi yang diberikan oleh peneliti. Siswa tampak mengerti dengan kesalahan dari tulisan mereka. Setelah itu peneliti memberikan tugas lain. Kali ini mereka diminta untuk membuat teks deskripsi masih dengan topic pet secara individu. "Miss ada sesuatu nih buat kalian,, coba di ambil satu undian satu,, and don't open it,, jangan di buka dulu,, nanti sama sama bukanya ya,, oke,, sudah semua? Oke,, now,, you may open it,, boleh di buka,,," "asiikk,, aku etok pet,, kwe etok opo?" "Podo pet yo,," "Ini sama Miss sama yang lain?" "Oh,, sama ya, hehe,, iya sama,, jadi kalian disuruh ngapain itu?" "Membuat teks tentang pet ya Miss?" "Excellent. Kalau kemarin kalian membuat teks secara berpasangan, sekarang Miss Defi pengen buanget lihat nih kalo kalian mengerjakan sendiri tanpa bantuan yang lain,, kira-kira bisa apa enggak yaaa,,," "Bisa Miss" "Gak bisa Miss,,," "Jelas bisa Miss,,," "Waaaaa angel Miss,,," siswa saling bersaut-sautan mengomentari tugas yang diberikan. Peneliti kemudian membagi kertas dan meminta untuk membuat draft tentang apa yang akan mereka tulis sebelum menulis hasil akhir di kertas yang diberi peneliti. Siswa juga diperkenankan untuk membuka kamus bila mengalami kesulitan tetapi tidak diperkenankan untuk bekerjasama dengan yang lain. Selama proses menulis, peneliti memonitor siswa dengan berkeliling. Selama proses menulis, masih banyak yang bertanya Guru Bahasa Inggris ataupun peneliti bila mereka tidak tahu kata dalam Bahasa Inggrisnya. Sebagian dari mereka masih belum membawa kamus dengan alasan berat dan membutuhkan waktu untuk membuka kamus.

Ketika mereka meminjam kamus teman, sebagian besar dari mereka tidak meminjamkan karena mereka sendiri masih memerlukan kamus tersebut untuk menyelesaikan tulisan mereka. Siswa lebih percaya diri dalam menulis pada kali ini, namun karena mereka masih kurang menguasai kata-kata dalam bahasa Inggris, mereka masih bingung mau menulis apa lagi. Setelah kurang lebih 40 menit, mereka diminta untuk menukarkan hasil tulisan mereka dengan pekerjaan teman yang lain. Peneliti memberikan waktu 10 menit untuk membaca dan mengoreksi semampu mereka. Setelah selesai dikoreksi, pekerjaan dikembalikan ke pemilik masing-masing. Seperti pertemuan sebelumnya, mereka diminta untuk mempertahankan apa yang mereka anggap benar dan merubah apa yang mereka anggap salah. Kemudian, peneliti menanyakan apakah masih ada yang dipertanyakan. Setelah itu peneliti membuat kesimpulan tentang pertemuan hari ini, membuat refleksi dan mengapresiasi siswa karena mereka telah bisa bekerja secara individu. Peneliti kemudian menutup pelajaran dengan berdoa dan mengucapkan salam.

No. : FN 07  
 Hari, tanggal : Senin, 23 September 2013  
 Jam : (07.45-09.15)  
 Tempat : Ruang Kelas  
 Kegiatan : Pelaksanaan Cycle II (Pertemuan I)  
 Responden : Peneliti  
                   Guru Bahasa Inggris (Kolaborator I)  
                   Teman Sejawat (Kolaborator II)  
                   Siswa

Peneliti dan kolaborator memasuki ruang kelas pada pukul 07.45. Kolaborator I dan II kemudian duduk di sisi belakang. Guru Bahasa Inggris sebagai kolaborator I mengamati proses pembelajaran sedangkan teman sejawat sebagai kolaborator II menyiapkan sebuah kamera untuk mendokumentasikan proses pembelajaran. Selain itu, kolaborator II juga membantu mendokumentasikan beberapa percakapan siswa selama pembelajaran. Ketua kelas kemudian menyiapkan lalu memimpin untuk berdoa dan menyapa peneliti. Peneliti merespon kemudian mengecek presensi siswa. Peneliti melanjutkan pelajaran dengan memberikan siswa beberapa gambar tokoh idola. Tetapi sebelumnya peneliti memberikan beberapa pertanyaan. “Nah, Miss Defi pengen tau nih siapa tokoh idola kalian?” Beberapa menjawab “Aduhh, sopo yo, Miss?” “Agnes, Miss?” “Good, Shafa,, so your idol is Agnes, Right? Why do you like her? Kenapa k suka sama Agnes?” “Suaranya bagus, Miss.” “Mmm, I see,, so because of her very good voice. Kalo tokoh idola luar negeri ada yang mengidolakan nggak?” “Messi, Miss?” “Good, Rega, yang lainnya?” “Waduh, sopo yo, Miss.” “Nah, sekarang Miss Defi punya beberapa gambar, nanti kalian menuliskan namanya sama menuliskan pekerjaan mereka, untuk tugas kali ini di kerjakan secara berpasangan, OK?” Siswa diminta untuk memberikan nama dan

pekerjaan sesuai dengan tokoh idola secara berpasangan dengan memilih nama yang ada. Dalam proses mengerjakan tugas, mereka tampak sangat antusias dan sangat penasaran dengan nama-nama tokoh idola yang di berikan, hal tersebut karena mereka belum begitu tau banyak tentang tokoh idola internasional. Tetapi pada akhirnya mereka sanggup mengerjakan dengan baik. Setelah mengerjakan tugas tersebut, mereka terlihat sangat senang karena sudah sedikit tau nama-nama asli tokoh idola lainnya. “Nah, dari beberapa gambar yang Miss Defi berikan tadi, Miss Defi sangat yakin sekali pasti yang paling kalian suka adalah Shahrukh Khan” “Hahahahaha, Udu yo,, Miss Defi mesti kui” serentak mereka menjawab.. “Lalu siapa? Kalo Mandala, siapa?” “Jelas Ronaldo, Mis?” Mandala menjawab dengan tegasnya. Kemudian peneliti melanjutkan pelajaran dengan memberikan tugas yang lain, namun sebelumnya ia membagi siswa menjadi beberapa kelompok yang terdiri dari 4 siswa dalam masing-masing kelompok. Seperti sebelumnya, mereka bebas memilih anggota kelompok mereka agar mereka lebih nyaman dalam prosesnya. Sementara mereka memilih kelompok mereka, peneliti membagikan lembar kerja dan tugas yang harus dikerjakan oleh siswa. Kali ini peneliti memberikan teks deskripsi yang berjudul *Tobey Maguire*. Mereka diminta membaca teks kemudian menjawab pertanyaan yang telah tersedia berdasarkan teks tersebut. Kemudian mereka diminta untuk membenarkan pernyataan yang salah berdasarkan teks tersebut. Secara berkelompok, mereka berkolaborasi untuk mengerjakan tugas yang di berikan dengan antusias. Selama kurang lebih 15 menit mereka mengerjakan tugas tersebut. Setelah selesai mengerjakan tugas, peneliti lalu memimpin untuk mendiskusikan jawaban. Setiap kelompok diminta satu perwakilan untuk membacakan jawaban, bila jawaban kurang tepat maka kelompok lain boleh membenarkan. Dalam proses diskusi, peneliti juga menekankan lagi karakteristik dari teks deskripsi dengan memberikan contoh kalimat dalam teks, “How do we say if we want to show someone’s height? Kalo mau bilang tingginya misalnya 172 cm, gitu, gimana? Ada yang tahu?” “Ini Miss, He stands about 172 cm” salah satu siswa membaca kalimat di dalam teks. “Good” Jadi bisa memakai kalimat tersebut atau juga bisa memakai kalimat berikut.” Peneliti kemudian menuliskan contoh kalimat dipapan tulis. Diskusi berlangsung dengan cepat. Kemudian masih dalam kelompok yang sama, peneliti memberikan tugas selanjutnya. Pada tugas kali ini siswa diminta untuk berkolaborasi mencocokkan gambar dengan noun phrase yang tepat yang telah tersedia. Kemudian siswa diminta untuk mengerjakan tugas selanjutnya yaitu menuliskan kata sifat yang perhubungan dengan karaktersitik personal secara kolaborasi. Tugas kali ini diharapkan siswa lain dapat menambah pembendaharaan kata yang siswa lain belum tahu sebelumnya. “opo wae to iki?” pinter, cantik, ngono?” “ho.oh” “sek tak tulise berarti pinter ki smart, terus cantik pie nuliese? beautiful?” “udu nganggo y” “pie?” “beau trust y ful?” “ngene ki?” “ho.oh, terus baik ki opo? good?” “ho.oh tulisa wae, nganu friendly terus mau kae loveable barang” “nulise ngene udu?” “sek tak tilekke, udu, love able” “lucu ki boso inggrise opo?” “funny?” “ho.oh funny” “sek tak golekke, iki ono humorous barang, takon Miss e wae” “Miss, lucu itu funny atau humorous?” “dikamus apa Dek?” “Ada dua-duanya” kalo funny ya lucu yang badut lucu gitu, tapi nek humorous ki suka guyon.” “berarti sek humorous ki” “OK”. Tugas selanjutnya

yaitu siswa diminta untuk mengganti pronouns yang sebelumnya sudah dirubah dalam teks yang berjudul *Tobey Maguire*. Pada awalnya setelah peneliti membagikan worksheetsnya, banyak siswa yang mengeluhkan bahwa tugas tersebut sulit, namun setelah dikerjakan secara berkolaborasi dalam kelompok sebelumnya, mereka sangat terbantu. Pada saat siswa berdiskusi, peneliti memonitor dan memberi bantuan bila siswa ada kesulitan. Siswa terlihat sangat antusias dalam proses berdiskusi. “Iki gari ganti sek di garis bawah?” “Ho.oh” “Nek her stands diganti him stands? Kan kui lanang” “ketoke udu deh”, “ho.oh deh, ketok e udu” “Kan kui ng ngarep dewe to posisine?” “Ho.oh yo” “berati he?” “haiyo he?” “Ho.oh tenan he?” “Ho.oh gek ditulis” “Siap”. Siswa sangat bekerjasama dengan baik dan saling membantu satu sama lain. Dalam tugas yang lain pun mereka juga dapat bekerjasama dengan baik. Setelah selesai mengerjakan tugas tentang pronouns, siswa kemudian diminta secara kolaborasi untuk menemukan dan menulis kembali noun phrases yang ada di dalam teks yang berjudul *The Adorable Daniel Radcliffe and Michael Jordan*. Selain menemukan dan menulis kembali noun phrasesnya, mereka diminta untuk melingkari subjek dan kata kerja yang mereka temukan didalam dua teks tersebut. Dalam mengerjakannya, siswa masih berkolaborasi dengan anggota kelompok yang sama seperti sebelumnya. Setelah beberapa saat, siswa dan peneliti membahas hasil pekerjaan bersama-sama. Karena pelajaran bahasa inggris sudah hampir selesai, peneliti mempercepat diskusi dengan menanyakan apa yang masih menajdi kesulitan mereka. Setelah diskusi selesai, peneliti menanyakan apa yang sudah mereka dapat dalam pembelajaran kali ini. Peneliti kemudian menutup pelajaran dengan berdoa dan mengucapkan salam.

No. : FN 08  
 Hari, tanggal : Jumat, 27 September 2013  
 Jam : (09.20-09.50)  
 Tempat : Ruang Kelas  
 Kegiatan : Pelaksanaan Cycle II (Pertemuan II)  
 Responden : Peneliti  
                   Guru Bahasa Inggris (Kolaborator I)  
                   Teman Sejawat (Kolaborator II)  
                   Siswa

Pelajaran bagasa inggris hari ini berlangsung 1 x 30 menit karena ada UBM (Ulangan Bersama Mingguan) Pelajaran dimulai pukul 09.20 dan berakhir pada pukul 09.50 menit. Peneliti, kolaborator I dan II memasuki rung kelas tepat pukul 09.20. Seperti pertemuan sebelumnya kolaborator I bersiap untuk mengamati proses pembelajaran sedangkan kolaborator II bersiap untuk mendokumentasikan aktivitas pembelajaran termasuk beberapa percakapan siswa. Peneliti kemudian langsung membuka pelajaran “Good morning everyone? How are you today?” “I’m fine, thank you and you?” siswa merespon dengan serentak. “I’m very well, thanks. OK, langsung saja ya, here I have a poster and guess what

picture is in the poster?" "Shahrkh Khan?" tebak siswa sambil tertawa. "No no no,,Guess once again" "penyanyi bukan Miss?" "Yes, a singer." "Cewek Miss?" "No" "Cowok berarti" "Of course" "Aduh sopo yo" "yaudah karena Miss Defi baik dan buat mempersingkat waktu, Miss Defi kasih tau Cuma-Cuma deh." Peneliti kemudian menempelkan poster Justin Bieber ke papan tulis. "Walah Miss... tak kiro sopo e". Peneliti kemudian membagi siswa seperti kelompok sebelumnya. Kali ini siswa di minta untuk membuat teks deskripsi berdasarkan tentang Justin Bieber. Untuk mempermudah siswa, peneliti memberikan tambahan informasi lain tentang Justin Bieber yang tidak berhubungan dengan physical appearance. Peneliti juga menyampaikan bahwa pekerjaan yang paling baik akan mendapatkan reward. Dalam proses membuat teks, siswa berkolaborasi dengan semangat dan antusias. Siswa tampak lebih percaya diri dalam membuat teks pada kali ini. Pada saat berkolaborasi, siswa berdiskusi, saling membantu, dan bernegosiasi dalam membuat keputusan.

R :le nulis *adorable* pie?

S :Sek tak golekke ng kamus.

R :E-D-O-R?

S : udu,, A-D-O-R

R : E-B Trus?

S : Udu udu, baleni A-D-O-R-A-B-L-E

M :Hobine hobine..

S : His hobby is,,,

H : udu,, hobby ne akeh ki,,

S : dadine *his hobby are*?

R : His hobbies are..

S : woiyo lali,, his hobbies are ,, opo wae? playing basketball trus opo meneh?

H : playing games karo listening to music

Setelah kurang lebih 25 menit peneliti kemudian meminta siswa untuk mengumpulkan hasil tulisan mereka. Karena waktu yang sangat mepet sekali, peneliti langsung menutup pelajaran dengan berdoa kemudian mengucapkan salam.

No. : FN 09

Hari, tanggal : Sabtu, 28 September 2013

Jam : (07.00-08.35)

Tempat : Ruang Kelas

Kegiatan : Pelaksanaan Cycle II (Pertemuan III)

Responden : Peneliti

Guru Bahasa Inggris (Kolaborator I)

Teman Sejawat (Kolaborator II)

Siswa

Peneliti dan teman sejawat sebagai kolaborator II memasuki ruang kelas tepat pada pukul 07.00 Seperti biasanya, pada jam pertama siswa terlebih dahulu

bertadarus Al-Quran selama kurang lebih 15 menit. 10 menit kemudian Guru Bahasa Inggris sebagai kolaborator I memasuki ruang kelas, beliau kemudian duduk dimeja paling belakang untuk mengamati proses pembelajaran seperti biasanya. Setelah bel berbunyi tanda waktu tadarus sudah selese, peneliti kemudian membuka pelajaran dengan menyapa siswa dan menanyakan apakah ada siswa yang absen. Kemudian ia melanjutkan pelajaran untuk mendiskusikan hasil pekerjaan siswa pada pertemuan sebelumnya. Sebelumnya, peneliti telah membaca dan memilih pekerjaan yang paling baik. Siswa diminta untuk duduk berkelompok sesuai dengan kelompok sebelumnya dan salah satu tiap-tiap kelompok mengambil pekerjaan kelompok masing-masing di meja guru. Setelah itu, mereka menukarkan pekerjaan kelompok dengan kelompok lain. Peneliti meminta 3 perwakilan dari kelompok untuk menulis di depan papan tulis untuk didiskusikan bersama-sama. Sementara menunggu untuk menulis di papan tulis, kelompok lain diminta untuk mengoreksi hasil pekerjaan kelompok lain. Setelah siswa selesai menulis di papan tulis, peneliti memulai diskusi kelas. Seluruh siswa diminta untuk membaca teks pertama, ia memulai secara isi kemudian membahas kalimat per kalimat. Pada saat membahas per kalimat, peneliti menekankan kata kerja, *nounphrase*, dan tentang *mechanics*. Siswa sangat antusias dalam memberi pendapat dan mengoreksi teks secara bersama. “Attention, Please. Have a look at the board. The first text, please. This one. OK good. Do you find any mistake in this text? Yuk dilihat apakah ada yang salah? OK, yuk dilihat perkalimat, the first sentence, kalimat pertama” sudah bener?” “Sudah Miss” “OK good, selanjutnya? Ada yang salah?” siswa diam dan membaca dengan seksama. “OK, jadi kalo mw menunjukkan tinggi seseorang kemarin Miss defi bilang apa? Jangan pakai his height ya, tapi he stands?” “about 170 cm” siswa melanjutkan dengan serentak.” “Good job. Selain he stands about ....kita juga bisa memakai kalimat seperti apa? He?” “is” “about” “170” “OK” “cm” “OK lalu bisa ditambah apa belakangnya? Tall. Mengerti ya? and than please have a look at this sentence. What is wrong with this sentence?” “His hobby are, Miss?” salah satu siswa menjawab. “Nah yuk ada yang mau membenarkan? “His hobbies” beberapa siswa membenarkan. “Great, Excelent” “So his hobbies are? “listening to music, playing games and playing basketball.” “OK. Nah kita juga bisa memakai He likes listening to music, playing games and basketball. Untuk games sama basketball bisa dijadikan satu karena sama-sama menggunakan playing. Got it? Paham semuanya?” “Yes Miss” serentak menjawab. Diskusi dilanjutkan pada teks kedua dan ketiga. Setelah diskusi selesai, secara berkolaborasi mereka diminta untuk merubah dan menulis kembali teks yang mereka buat sebelumnya. Setelah selesai menulis kembali teks secara berkelompok, siswa diminta untuk kembali ke tempat duduk masing-masing. Kali ini siswa diminta untuk menulis teks diskripsi sendiri-sendiri. Mereka diperbolehkan untuk memeilih salah satu dari idola mereka. Sekitar 30 menit kemudian, siswa mengumpulkan hasil tulisan mereka ke meja guru. Setelah semua selesai menulis teks, peneliti kemudian membuat refleksi dan kesimpulan pada pertemuan hari ini. “What have you learnt so far? Sudah belajar tentang apa aja sama Miss Defi?” “Banyak Miss” “Are you happy?” “Yes” serentak siswa menjawab dengan sangat antusias. Peneliti kemudian menutup pelajaran dengan mengucapkan salam.

# **APPENDIX B:**

# **INTERVIEW**

# **GUIDELINES**



**A. FOR THE STUDENTS (BEFORE IMPLEMENTATION)**

1. Apakah Adek tertarik dengan pelajaran Bahasa Inggris?
2. Menurut Adek apakah Bahasa Inggris itu susah?
3. Apakah Adek percaya diri dalam menulis menggunakan Bahasa Inggris?
4. Apa kesulitan Adek dalam menulis menggunakan Bahasa Inggris?
5. Bagaimana menurut Adek tentang menulis Bahasa Inggris secara berkelompok?

**FOR THE STUDENTS (AFTER IMPLEMENTATION)**

1. Bagaimana menurut Adek tentang kegiatan yang sudah dilakukan dalam menulis Bahasa Inggris secara berkolaborasi?
2. Apakah Adik tadi menerima koreksi / pendapat dari teman?
3. Apakah Adik tadi memberi pendapat / koreksi pekerjaan teman yang lain?
4. Apakah Adik mengerti koreksi / pendapat yang diberikan oleh teman yang lain?
5. Apakah Adek masih merasa kesulitan dalam menulis menggunakan Bahasa Inggris secara berkolaborasi?
6. Apakah Adek sudah lebih percaya diri dalam menulis dalam Bahasa Inggris?
7. Apakah Adek senang dengan kegiatan yang sudah dilaksanakan?
8. Bagaimana perkembangan kemampuan menulis Adek setelah mengikuti kegiatan menulis secara berkolaborasi?

**B. FOR THE TEACHER (BEFORE IMPLEMENTATION)**

1. What do the students do in the process of learning writing of English?
2. Are the students confident in writing in English?
3. What are the students' difficulties in writing in English?
4. What do you think about collaborative writing?
5. Have you ever applied collaborative writing before?
6. Is the students' feedback important? Why?
7. How is the students' contribution in giving the feedback to the others so far?

**FOR THE TEACHER (AFTER IMPLEMENTATION)**

1. What is your opinion about the teaching and learning process using collaborative writing?
2. Do you have any suggestions about the process and the results after the implementation of collaborative writing?
3. Does collaborative writing help the students in writing?
4. How is the students' contribution in doing collaborative writing?
5. What do you think about the students' improvement?

# **APPENDIX C: INTERVIEW TRANSCRIPTS**

## Interview 1

Sabtu, 07 September 2013

- R : Oiya Pak, kalau pas pelajaran writing itu biasanya kegiatan siswa ngapain aja Pak?
- T : Ya menulis Mbak, tapi kalau menulis teks secara mandiri gitu masih susah banget, paling ya mengurutka kalimat gitu Mbak.
- R : Berarti siswa belum percaya diri ya Pak kalau disuruh menulis teks sendiri gitu?
- T : Woya belum Mbak, masih susah sekali.
- R : Kalau dari semua kelas yang paling lemah kelas apa Pak? Masih kelas F?
- T : Iya je Mbak, kelas F saja berarti Mbak,
- R : Baik Pak. Kalau feedback dari siswa ke siswa itu menurut Bapak penting nggak Pak?
- T : Ya sebenarnya penting Mbak, soalnya biasanya anak-anak lebih mudeng kalau yang ngasih tau sama ngoreksi tu temennya sendiri, biasanya, tapi nggak semua.
- R : Kalau selama ini gimana Pak feedback dari siswa ke siswa?
- T : Malah jarang e Mbak itu, biasanya ya dari saya feedbacknya, itu pun secara kesulurah soalnya karena waktu juga.
- R : Kalau menulis secara berpasangan dari tahap awal sampe tahap akhir gitu sudah pernah dilakukan belum Pak?
- T : Kalau menulis kelompok gitu pernah Mbak, tapi kalau dari awal sampai akhir belum pernah Mbak.

## Interview 2

Senin, 09 September 2013

- R : Kok pada nggak ke kantin Dek?
- S1 : Enggak Miss
- R : Miss Defi mau tanya-tanya ne Dek, bentar aja..kalo kalian tertarik nggak sama pembelajaran Bahasa Inggris?
- S1, S2, S3, S4, S5 : Kurang Miss
- R : Loh, alesannya kenapa?
- S2 : Wah angel banget Miss, kok Miss e seneng e ro Bahasa Inggris, aku wae mumet
- R : Asal belajar aja Dek, hee. Kok bisa bilang susah itu susahnya dalam hal apa aja hayo?
- S2 : Kabeh Miss
- R : Waduh, kok kabeh. Kalo kamu Dek, gak tertariknya kenapa?
- S5 : Raiso Miss, dadine ra seneng, paling ra seneng ki pelajaran Bahasa Inggris Miss.
- R : Nah, kalo kamu gak tertarike kenapa Dek?
- S3 : Rodo tertarik sih Miss sakjane, tapi nek raiso kae terus mutung, terus males nggarape.

- R : Mm, gitu. Kalo kamu Dek?  
 S2 : Lumayan Miss, yo sok-sok angel, akeh ding angel e Miss. Hee  
 R : Nah, biar jadi gampang belajar terus dek, pantang menyerah, hehe, nanti lama-lama suka. Yauda, makasih ya waktunya Dek.

#### Interview 3

Senin, 09 September 2013

- R : Tadi gimana Dek pembelajaran Bahasa Inggrisnya?  
 S : Nggak gimana-gimana Miss  
 R : Susah nggak Dek menurut kamu Bahasa Inggris tu?  
 S : Susah Miss  
 R : Susahnya dimana Dek?  
 S : Ya banyak Miss, semuanya

#### Interview 4

Senin, 09 September 2013

- R : Halo Dek, mau tanya sedikit ya, Tadi menurut kamu pembelajaran Bahasa Inggrisnya gimana?  
 S1 : Ya gitu tadi Miss  
 R : Kalo sama Bahasa Inggris seneng nggak?  
 S1 : Ya lumayan Miss  
 R : Trus kalo Adek ini?  
 S2 : Seneng Miss walaupun belum bisa bagus Miss  
 R : Ya gak apa-apa Dek, nanti juga pasti bisa kok

#### Interview 5

Senin, 09 September 2013

- R : Selamat siang Dek, Miss Defi ganggu sebentar ya. Menurut kalian Bahasa Inggris itu susah nggak?  
 S : Ya susah to Miss  
 R : Susahnya dimana Dek? Kalau suru nulis pakai Bahasa Inggris gitu PD nggak Dek?  
 S : Ora Miss, lha raiso je

#### Interview 6

Jumat, 13 September 2013

- R : Halo Dek, lagi pada ngobrolin apa?  
 S1 : Halo Miss,  
 S3 : Enggak kok Miss,  
 R : Ini Dek Sekar, Dek Windy, Dek Fitri sama Dek siapa? Aduh kok lupa  
 S2 : Hanifah Miss,,

- R : iya,, dek Hanifah,,,hehe  
Oiya dek, Kok tadi Miss lihat kalian masih susah buat mulai sama nulisnya Dek?
- S1 : Iya e Miss. Soale bingung mau nulis apa Miss.
- R : Trus yang lainnya kenapa?
- S2 : Nganu Miss, Nggak tau Bahasa Inggris ki opo gitu Miss, dadine yo bingung. Hehehe.
- R : Mm,,, jadi begitu ya,, nah kalau menurut Dek Sekar sama Dek Windi kesulitan dalam menulis bahasa Inggris itu apa?
- S4 : Kalo aku masih bingung yang is are itu lo miss, masih belum dong
- R : Kalo Dek sekar juga masih bingung yang itu?
- S3 : Sok sok Miss, hehe,,, biasanya ki suka kebalik-kebalik gitu Miss,,
- R : Terus terus terus kalo yang lainnya? Misalnya kalo yang my, his, her itu gimana? Masih bingung nggak?
- S2 : Ho,oh Miss, yang itu masih bingung juga miss,,
- S4 : Iya Miss,, angel je Bahasa Inggris ki Miss,,
- R : Asal belajar terus Dek,, pasti bisa kok,, hehe, yaudah Dek,, makasih nggih..
- S1 : Lha kenapa e Miss?
- R : Gak papa Dek,, hehe,,, Kalo misalnya menulisnya dibantuin temen gitu kira-kira seneng nggak Dek?
- S1 : Ya seneng Miss, kan dibantuin.
- R : Kalo yang lain seneng nggak? kok pada diem?
- S2 : Seneng Miss
- S3 : Iya Miss
- S4 : Seneng-seneng wae Miss. Lha ngopo to Miss?
- R : Miss Defi pengen tau aja Dek, makasih lo ya.
- S4 : Wahhh,, Miss Defi kii,,

#### Interview 7

Jumat, 13 September 2013

- R : Halo Dek Rega kan?
- S : Weh Miss e apal
- R : Iya no,, gimana tadi nulis teksnya? Bisa nggak?
- S : Wah yo ngono kae Miss
- R : Loh, kok ngono kae, masih bingung nggak kalau menentukan he, she, his, her yang gitu-gitu?
- S : Ho.oh Miss, bingung
- R : Kalo kesulitan lainnya apa?
- S : Opo yo Miss
- R : Kalau kata kerja? Yang is, are, has gitu
- S : Nah kui barang Miss
- R : Kalau yang lainnya? kosa kata bahasa Inggrisnya gimana yang dikuasai?
- S : Do lali je Miss, tulisane karo macane ki bedo dadine angel le ngeleng-ngeleng Miss
- R : Mmm,, gitu,, kalau misalnya nulis dibantuin temen gitu seneng nggak?

S : Yo seneng to Miss  
 R : Oke deh, thank you ya Rega.  
 S : Oke Miss

#### Interview 8

Jumat, 13 September 2013

R : Permissi Dek Oksi  
 S1 : Yuswa Miss, ini yang Oksi  
 R : Eh, salah ya, lha meh mirip je, hee, maaf ya,,Miss Defi mau tanya sebentar ya, tadi pas nulis teks diskripsi itu kesulitannya apa Dek? Dek Yuswa dulu coba?  
 S1 : Ra ngerti Bahasa Inggris Miss, bingung barang le gawe kalimat.  
 R : Kalo Dek Oksi?  
 S2 : Apa ya, Yo sama sih Miss, gak bisa nulis Bahasa Inggris. Nek Bahasa Indonesia we mesti isane.  
 R : Hee, gitu to. Lha tadi gimana nulisnya tadi?  
 S2 : Yo ngawur wae Miss, lha raiso kok.  
 R : Kalau kamu gimana Dek tadi nulisnya?  
 S1 : Yo podo Miss, jare ne sak isane Miss mau,  
 R : Ya iya, sebisanya Dek. Oiya, uda pernah nulis kayak tadi tapi berpasangan belum Dek?  
 S1 : Nek teks iki belum kayake Miss, durung yo Si?  
 S2 : Durung ketoke e, mek ngurut-ngurutke kae  
 R : Kalau misalnya nulis kayak tadi tapi berpasangan gitu kira-kira seneng ngak ya Dek? menarik nggak?  
 S2 : Yo menarik wae Miss  
 R : Nek kamu Dek?  
 S1 : Yo apik Miss, weh wes bell.  
 R : Oh iya, yauda Dek, makasih ya.

#### Interview 9

Sabtu, 14 September 2013

R : Selamat siang pak mohon maaf mengganggu waktunya,,  
 T : Iya mbak, tidak apa-apa,, silahkan duduk  
 R : Terima kasih pak  
 T : Gimana mbak,,  
 R : Begini pak, kemarin kan sudah melakukan pretest, ini saya mau sedikit Tanya-tanya tentang anak-anak dalam menulis kalo dari sudut pandang bapak. Kalo anak-anak disuruh menulis biasanya apa Pak kesulitannya?  
 T : Kalo kesulitan banyak Mbak. Dalam hal apa?  
 R : Kalo yang berhubungan dengan isi tulisan Pak?

- T : Wah, kalo itu kebanyakan masih bingung dalam menuangkan nya Mbak soalnya kan mereka banyak yang belum menguasai kata, jadi mereka mau nulisnya juga bingung.
- R : Kalo mengenai vocab anak-anak pak?
- T : Masih kurang mbak, bahkan bisa dikatakan sangat kurang. Pernah waktu itu saya tes vocab anak-anak tapi sebelumnya tidak saya beri tahu dulu..dan hasilnya ada yang sangat sedikit sekali meskipun ada yang lumayan banyak.
- R : Kalo dalam aspek grammer nya pak? Menurut Bapak kesulitan anak-anak dalam hal apa saja?
- T : Wah,, itu lebih banyak lagi Mbak,, Menurut saya sih hampir semua aspek yg berurusan sama grammer mereka kualahan. Kan Mbak juga liat sendiri di hasil pekerjaan siswa nya to, masih acak-acakan seperti itu.
- R : Oh iya ya Pak, malah banyak yang gak pake kata kerja juga.
- T : Lha ya itu Mbak, membuat kalimat saja belum bisa baik to ibaratnya, kalo di present tense kapan pake s ato tidak, kebanyakan pada lupa, padahal sudah sering diingatkan. Kapan pake be ato kata kerja juga masih pada bingung. Nah apalagi kalo membuat teks Mbak..
- R : Kalo yang berhubungan sama tanda baca Pak?
- T : Sebagian,, Ya,, Sebagian kadang pada lupa Mbak,, padahal kan sebenarnya kalo menulis kalimat yang benar harus ada tanda baca nya. Tapi karna gak terlalu kelihatan ya jadinya anak-anak menyepelekan itu,
- R : Kalo ejaan kata nya Pak?
- T : Itu hampir semua sih Mbak, terlebih karna vocab nya cuma sedikit dan gak terbiasa menulis, jadi apa yang mereka pernah dengar dan ingat ya apa yang mereka tulis. Wah,, buanyak Mbak kalo masalah-masalah siswa dalam menulis.
- R : Iya ya, Pak. Kalo dalam hal lainnya Pak, organisasi teksnya?
- T : Secara garis besarnya itu mbak, itu kan yang utama dalam menulis, kalo organisasi tergantung jenis textnya Mbak, Njenengan mau deskripsi kan? Kalo deskripsi kebanyakan siswa sudah bisa Mbak. Pokonya harus sering diingatkan kalo mereka disuruh menulis Mbak.
- R : Jadi begini Pak, kan kemarin sudah melihat beberapa masalah terkait dengan kesulitan siswa dalam menulis terutama menulis teks deskripsi. Menurut bapak jika saya menggunakan teknik collaborative writing bagaimana ya Pak?
- T : Nanti bagaimana mbak itu prosesnya?
- R : Jadi begini pak, sebenarnya hampir sama dengan kerja kelompok, tetapi dalam collaborative writing lebih ditekankan dalam prosesnya. Kan saya memakai metode pengajaran yang berbasis teks yang GBA itu pak. Kemudian dari awal sampe akhir anak-anak dikondisikan untuk mengerjakan secara kelompok, kecuali tahap akhir yang menulis teks independently itu pak.
- T : Oh begitu,, menurut saya bagus Mbak, jadi mereka bisa saling membantu gitu ya?



- R : Iya Pak,, harapannya mereka bisa saling melengkapi dan membantu bila ada kesulitan. Oiya pak, kalo menulis secara kelompok Bapak pernah mengaplikasikan didalam kelas?
- T : Ya pernah Mbak..
- R : Kalau dari tahap awal sampai akhir?
- T : Nahh,, kalo dari awal sampe akhir belum pernah malahan mbak,, jadi untuk collaborative writing nya bisa di aplikasikan Mbak,, semoga saja bisa membantu siswa untuk menulis lebih baik.
- R : Amin..terima kasih pak, Oiya pak, ini rencana proses pembelajaran yang sebelumnya sudah saya susun. Menurut njenengan, kalo topik nya tentang pet gimana ya pak? Kemarin kan saya meminta anak-anak untuk mengisi questionnaires juga. Dan hasilnya dari yang saya minta untuk memilih dua dari pet, idol sama place, sebagian besar memilih pet sama idol Pak.
- T : Oh begitu ya Mbak, ya gpp Mbak, yang penting ada peningkatan sajalah. Daripada terlalu susah nanti mereka juga sangat kualahan, dari yang simple dulu. InsyaAllah kalau mereka tau dasarnya, untuk mendeskripsikan yang lain juga bisa Mbak, tinggal vocab nya yang berbeda.
- R : Iya Pak, nggih sampun Pak, mungkin itu dulu Pak yang perlu.

#### Interview Transcript 10

Senin, 16 September 2013

- R : Permissi Dek, Habis jajan apa? Oiya menurut kalian lebih suka mengerjakan kelompok atau sendiri-sendiri setelah ikut kegiatannya Miss Defi?
- S1, S2 : Kelompok sih Miss,
- R : Kenapa Dek?
- S1 : Ada yang bantu Miss, walaupun sok dong bingung kabeh,,
- R : Tadi diskusinya gimana? Pada saling ngasih koreksi sama pendapat nggak?
- S1 : Iya Miss, sak isane, tapi iseh bingung
- S2 : Ho,oh Miss, nek bingung kabeh njut waton nggarape.

#### Interview Transcript 11

Senin, 16 September 2013

- R : Tadi gimana kegiatannya Dek?
- S : Lumayan Miss, tapi masih bingung Miss
- R : Bingungnya yang mana Dek?
- S : Tadi pas dijelasin sih dong Miss, tapi habis itu kok lupa lagi, hehe
- R : Tadi ngerjain berdua kan Dek?
- S : Iya Miss, tapi masih sama-sama belum dong.
- R : Tapi nggak semuanya to nggak mudengnya Dek?
- S : Iya sih Miss, nggak semuanya

- R : Ada manfaatnya nggak kalo dikerjakan bersama kayak tadi?  
 S : Ada Miss, didiskusikan bersama sama lihat contoh Miss

#### Interview Transcript 12

Senin, 16 September 2013

- R : Gimana Pak pembelajaran tadi? Kayaknya mereka masih kesulitan ya Pak?  
 T : Iya Mbak, mereka masih susah, mungkin karena belum nyentel Mbak  
 R : Tapi kalo dalam diskusi menurut Bapak gimana kontribusi mereka Pak?  
 T : Ada yang lumayan, tapi ada juga yang masih kurang, proses Mbak.  
 R : Iya ya Pak. Kalo perkembangan siswa dalam kemampuan menulisnya Pak?  
 T : Mayoritas masih perlu latihan lagi Mbak, tapi sebagian ada yang sudah lumayan.

#### Interview Transcript 13

Jumat, 20 September 2013

- R : Permissi Dek, Dek maaf ya ganggu waktu istirahatnya, oiya, Miss Defi mau nanyain ni, tadi gimana pas nulis berpasangan tadi? Ada kesulitan nggak?  
 S1 : Hehe, tadi ki malah ribut je Miss.  
 R : Loh, lha ributnya kenapa, kan malah ada yang bantuin to pas nulis?  
 S2 : Iya sih Miss, tapi ki beda pikiran gitu lo Miss, jadinya gak nyambung, Eyel-eyelan  
 R : Ohh,, gitu..berarti tadi saling ngasih pendapat tapi terus eyel-eyelan yang bener yang mana gitu ya Dek?  
 S2 : Iya Miss

#### Interview Transcript 14

Jumat, 20 September 2013

- R : Halo Dek, tadi kenapa kok kayaknya gak sejalan pas diskusi?  
 S1 : Lha punya pendapat sendiri-sendiri je Miss  
 R : Gitu ya Dek?  
 S2 : Iya Miss, kekeh sama pendapat sendiri-sendiri  
 R : Tapi ada hal positifnya nggak kalo dikerjain berpasangan?  
 S2 : Ya ada Miss, dibantuin mikir, tapi nek uda beda pendapat ya beda Miss  
 R : Iya ya, jadi sudah saling beropini tapi kekeh gitu ya Dek?  
 S1 : Bener, gitu Miss, rak yo terus bingung to Miss sek endi sek bener.  
 R : Iya juga sih Dek, Oke deh, makasih Dek waktunya.

## Interview Transcript 15

Jumat, 20 September 2013

- R : Bagaimana Pak untuk hari ini?
- T : Lumayan mbak siswa terbantu dengan gambar sama tambahan informasinya jadi mereka lebih bisa mengembangkan teks.
- R : Kalau peran siswa Pak?
- T : Peran siswa juga lumayan, mereka jadi lebih aktif karena merasa terbantu dan merasa bisa. Hanya saja ada beberapa hal pas diskusi Mbak, seperti perbedaan pendapat dan lain sebagainya. Walaupun belum begitu baik hasilnya, tapi sudah berjalan Mbak diskusinya, walaupun ada beberapa yang masih celelekan.
- R : Iya ya Pak, mungkin karena mereka belum menguasai linguistic features nya ya Pak? Kalau itu Pak, beberapa anak yang agak susah itu emang biasanya seperti itu Pak?
- T : Wa iya itu, ya pelan-pelan Mbak, dimonitor terus saja.

## Interview Transcript 16

Sabtu, 21 September 2013

- R : Halo Dek, Bisa minta waktunya sebentar?
- S1,S2 : Iya Miss?
- R : Miss Defi mau Tanya ne Dek mengenai aktifitas di kelas selama sama Miss Defi. Pas mengerjakan sama menulis berpasangan itu menurut kalian gimana?
- S1 : Bagus sih Miss
- S2 : Yo gitu Miss
- R : Terus kalian ada kesulitan nggak pas menulis berpasangan?
- S1, S2 : Ya masih Miss
- S1 : Masih tetep susah Miss, yo Si?
- S2 : Ho.oh ho.oh Miss
- R : Bukannya dikerjakan bersama-sama ya Dek? Kesulitannya dalam hal apa?
- S1 : Iya tapi sama-sama gak tau bahasa inggrisnya je Miss, Sama-sama bingung mau nulis apa aja.
- S2 : Bener kui, Miss
- R : Loh, kan boleh buka kamus kan Dek? Jadi kan gak susah.
- S2 : Hehehe, sok lupa je, Miss lali ra nggowo maksute, nek njilih ki sok raetok.

## Interview Transcript 17

Sabtu, 21 September 2013

- R : Bagaimana Pak proses pembelajarannya?
- T : Sudah lumayan bagus, Mbak secara keseluruhan, cuma ada beberapa hal yang masih harus dibenahi Mbak menurut saya.
- R : Dibagian yang mana Pak?

- T : Itu Mbak, kan dalam pengaplikasiannya satu pasang satu pasang, menurut pengamatan saya, ada yang pas mengerjakan itu malah bertengkar mana yang benar mana yang salah. Lalu ada lagi pas mereka menulis teks nya itu yang satu bilang ini tapi dibenarkan oleh temannya, padahal itu salah.
- R : Oh iya Pak, seperti Fitri sama Verina itu ya, Pak?
- T : Iya, lalu Sekar sama Windy juga
- R : Jadi bisa dikatakan berlanjut ke Cycle II ya Pak kalau dilihat dari proses sama hasil tulisan siswa?
- T : Iya Mbak, dicoba lagi, solanya masih ada yang perlu dibenahi.
- R : Gimana ya Pak biar mereka gak berantem tapi collaborative writing tetap jalan? Kalau misal dibikin per kelompok 4 orang gitu gimana ya Pak?
- T : Ya gak apa-apa Mbak, kan kalau empat anak bisa meminimalisir konflik, paling tidak dari empat anak tersebut pasti ada yang nyentel. Selain itu Mbak, terkait sama tulisan siswa, nanti bisa dibandingkan dari dua atau tiga kelompok lalu dibahas bersama-sama. Siswa lebih mudeng pasti Mbak, soalnya tulisan mereka dipampang to.
- R : Oh iya ya Pak, tetapi kalo untuk latihan yang dalam kelompok kecil-kecil gitu masih tetap ya Pak?
- T : Itu gak apa-apa Mbak, soalnya perlu juga
- R : Kalau menurut Bapak, kegiatan yang sudah dilakukan yang membantu siswa yang bagian apa Pak?
- T : Pertama sudah pasti diskusi Mbak, mereka jadi lebih bisa mengembangkan teks, lalu pas bagian mongereksi tulisan siswa di papan tulis, itu bagus sekali Mbak, mereka lebih tahu dan ngena. Kontribusi siswa bisa dikatakan bagus mbak.
- R : Jadi kalo misal lancar bisa sangat membantu siswa ya Pak
- T : Iya Mbak

#### Interview Transcript 18

Senin, 23 September 2013

- R : Kegiatan hari ini sama hari senin lalu lebih bisa yang mana Dek?
- S : Yang sekarang Miss
- R : Kenapa?
- S : Kalo yang Senin lalu kan belum dong Miss, dijelasin terus ngerjain masih bingung, kalo yang tadi uda lumayan.
- R : Berempat kan tadi ya Dek?
- S : Iya Miss,
- R : Terbantu nggak berkelompok empat orang?
- S : Terbantu sih Miss.
- R : Terbantunya gimana?
- S : Lebih banyak yang bantuin Miss, jadi ya lebih tepat njawabnya.

## Interview Transcript 19

Senin, 23 September 2013

- R : Dek gimana perkembangan kemampuan Bahasa Inggrisnya setelah kegiatan tadi?  
 S : Lumayan Miss, bisa bedain his, him, sama he  
 R : Alhamdulillah, tadi dibantuin sama temennya?  
 S : Iya Miss  
 R : Kamu bantuin juga nggak Dek?  
 S : Yang aku dong Miss  
 R : Tadi ngerti nggak yang dikasih tau sama temen yang lain?  
 S : Ngerti Miss

## Interview Transcript 20

Senin, 23 September 2013

- R : Bagaimana Pak perkembangannya?  
 T : Cukup baik Mbak daripada yang sebelumnya, anak-anak cukup baik perkembangannya, meskipun beda topic tapi linguistic features nya kan sama.  
 R : Iya Pak Alhamdulillah, tadi juga seneng lihat anak-anak kalau bisa mudeng, biar besok pas membuat teks bersama bisa saling membantu. Kalau masalah kontribusi siswa kali ini Pak?  
 T : Mereka aktif kok Mbak walaupun ada beberapa yang ngeyel itu biasa.  
 R : Kalau peran collaborativenya sendiri Pak? Cukup membantu tidak Pak?  
 T : Iya Mbak, mambantu, mereka kan malah belajar dari orang-orang di dekat mereka, walaupun ada kesalahan mereka langsung tau dimana dan tau mana yang benarnya, mungkin masih ada kelompok yang satu kelompok cuma ada satu anak yang lumayan gitu tapi mayoritas membantu Mbak.

## Interview Transcript 21

Jumat, 27 September 2013

- R : Eh, gimana tadi Dek nulis kelompok berempatnya? tadi kayaknya Miss Defi lihat seru banget.  
 S1 : Emang seru kok Miss. Kemarin kan uda ngerjain yang latihan-latihan itu to Miss, jadi tadi lumayan lancar nulisnya.  
 R : Wahh, hebat dong, kalo yang lainnya gimana pendapatnya tentang kegiatan berkelompok tadi? menikmati prosesnya nggak?  
 S2, S3 : Iya Miss,  
 S4 : Menikmati Miss  
 R : Ada debat nggak pas diskusinya?

- S3 : Kan berempat to Miss, jadinya yang berpendapat lebih banyak terus tau mana yang benarnya.  
 R : Kalo kamu Dek? Gimana tadi memberi koreksi atau pendapat nggak?  
 S4, S2 : Iya Miss,  
 R : Mudeng kan tapi?  
 S2, S4 : Mudeng Miss.  
 R : Jadi sekarang udah lumayan dong ya  
 S2 : Iya Miss, lebih mudeng.

#### Interview Transcript 22

Jumat, 27 September 2013

- R : Dek, Miss Defi mau nanya nih, kalau nulis lebih enak sendiri apa kelompok Dek?  
 S1, S2  
 S3, S4 : Kelompok Miss  
 R : Kenapa kok kelompok Dek?  
 S2 : Ada yang bantuin sama ngelengke Miss.  
 R : Kalo yang lain kenapa?  
 S1 : Jadi ngerti kata yang lain Miss  
 R : Terus kalo kamu Dek?  
 S3 : Sama Miss  
 R : Ada peningkatan nggak setelah kegiatan sama Miss Defi?  
 S3 : Ada Miss, wes gak terlalu bingung Miss paling ora.  
 R : Wah, jadi uda PD dong kalo nulis pake Bahasa Inggris? yang lain gimana?  
 S2 : Yo lumayan Miss,  
 S4 : Rodo PD Miss  
 R : Kalo update pake Bahasa Inggris terus dong sekarang  
 S2 : Hahaham yo gak gitu juga kali Miss

#### Interview Transcript 23

Jumat, 27 September 2013

- R : Menurut Bapak gimana Pak untuk hari ini?  
 T : Progresnya terlihat Mbak, sepertinya tekniknya ampuh.  
 R : Siswa sepertinya juga sudah bisa menikmati manfaatnya ya Pak?  
 T : Iya Mbak, diskusinya lebih aktif soalnya mereka sudah punya bekal dari kegiatan-kegiatan sebelumnya, jadi untuk berpendapat dan mengoreksi teman lebih berani dan PD. Mereka juga tadi berlomba-lomba untuk mendapatkan hadiah.  
 R : Hehe, iya Pak, walaupun nanti nggak seberapa ya Pak hadiahnya.  
 T : Tidak apa-apa Mbak, yang penting membuat siswa semangat. Semoga untuk besok hasilnya baik Mbak.  
 R : Terima kasih Pak.

## Interview Transcript 24

Sabtu, 28 September 2013

- R : Menurut Adek gimana pembelajaran 2 minggu ini?  
 S : Sangat bagus, Miss  
 R : Seneng nggak sama aktivitasnya?  
 S : Seneng, Miss.  
 R : Ada manfaat yang didapat nggak, Dek?  
 S : Ya jelas ada, Miss. Banyak kok yang tak dapet  
 R : Kalo dalam hal menulis? Perkembangannya seperti apa?  
 S : Sekarang jadi lebih bisa nulis Miss, udah gak bingung banget, udah dong.  
 Makasih ya, Miss.

## Interview Transcript 25

Sabtu, 28 September 2013

- R : Gimana ni Dek aktivitas selama sama Miss Defi?  
 S1 : Bagus kok Miss, ngena, sekarang uda dong  
 R : Sekarang sama Bahasa Inggris udah nggak takut lagi to?  
 S1 : Enggak Miss, asik juga kalo bisa ki,  
 R : Nah, kalo kamu gimana Dek?  
 S2 : Sama Miss, sekarang jadi suka, udah bisa bikin kalimat dengan PD.  
 R : Jadi kalo berkolaborasi atau berkelompok gitu ngerjainnya lebih mudah nggak?  
 S2 : Lebih mudah sih Miss, bisa berdiskusi terus nambah kata-kata.  
 R : Jadi diskusinya kali ini lebih seru ya?  
 S2 : Iya Miss, soale udah lumayan bisa to, jadi udah bisa ngaih tau yang lain.  
 S1 : Wuu,, sok pinter kui Miss  
 R : Tapi dong kan sama yang dikasih tau temennya?  
 S1 : Yo dong sih Miss, jane ki wes iso Miss, tapi lali,  
 S2 : Podo wae kui, hahaha

## Interview Transcript 26

Sabtu, 28 September 2013

- R : Kegiatan dua minggu ini gimana Dek? Kira-kira meningkat nggak kemampuan Bahasa Inggrisnya?  
 S1 : Meningkat Miss  
 R : Trus Dek Zainal Gimana? Meningkat nggak? Apa malah menurun? Hee  
 S2 : Ya meningkat Miss  
 R : Meningkatnya dalam hal apa coba?  
 S2 : Struktur kalimat e Miss  
 R : Selain itu?  
 S2 : Yang her his kae uda dong Miss  
 R : OK deh Sipp,,

- S1 : Njak tak kandani je Miss  
 R : Loh, kan itu tujuannya berkolaborasi, saling membantu,,dan hasilnya terbantu kan? Sekarang jadi bisa sendiri.  
 S2 : Ho.oh yo Miss

#### Interview Transcript 27

Sabtu, 28 September 2013

- R : Menurut Bapak gimana Pak pembelajaran secara keseluruhan?  
 T : Bagus Mbak, sudah berhasil. Hasil dari tulisan siswa juga sangat meningkat secara significant. Bagus sekali Mbak.  
 R : Berarti masalah siswa dalam menulis diskripsi *Alhamdulillah* bisa dikurangi menggunakan collaborative writing ya Pak?  
 T : Iya Mbak, *Alhamdulillah*. Saya juga tidak menyangka hasilnya sangat bagus. Besok saya tiru ya Mbak.  
 R : Monggo Pak, saya malah seneng. Oiya Pak, jadi menurut Bapak penelitian ini perlu dilanjutkan apa sudah bisa disudahi Pak?  
 T : Kalau menurut saya sudah cukup Mbak, hasilnya sudah bagus begitu.  
 R : Berarti sudah bisa melaksanakan posttest ya Pak?  
 T : Silahkan Mbak, mau hari apa?  
 R : Besok Senin sekalian mawon Pak. Biar sekalian.



# **APPENDIX D: COURSE GRIDS**

## COURSE GRID I

Cycle	Standard of Competencies	Basic Competencies	Materials	Input Text	Activities	Indicators	Time
CYCLE 1	6. expressing the meaning in the short functional text and short essay in the form of descriptive and recount text in the daily life context	6.1. expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context 6.2. expressing the meaning and rhetorical steps in the short essay in the form of descriptive and recount text	1. Example of the text:  <b>My lovely puppies</b> My dog, Betsy, has four puppies. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. His name is Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two	Descriptive text	<b>1. BKOF</b> a. Answering whether they have pets or not b. Answering what their pets look like c. Grouping names of wild and pet animals in pairs. d. Matching the pictures with the correct descriptions in pairs  <b>2. MOT</b> a. Answering the questions regarding the descriptive text in pairs b. Finding the opposite meaning	a. Answering the questions regarding the descriptive text provided in pairs b. Matching the picture with the correct description in pairs c. Writing the opposites meaning of the adjectives in pairs	5 x 40 minutes

		accurately, fluently, and appropriately in the daily life context.	<p>others puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.</p> <p>2. Present tense, noun groups, pronouns, adjectives, relating verbs,</p>		<p>of the adjectives provided in pairs</p> <p>c. Changing the pronouns of the sentences in pairs</p> <p>d. Grouping nouns in a good order in pairs</p> <p>e. Stating true or false statement in pairs</p> <p>f. Arranging jumbled words into sentences in pairs</p> <p>g. Changing the positive sentences into the negative sentences in pairs</p> <p><b>3. JCOT</b></p> <p>a. Making the draft collaboratively</p> <p>b. Writing the descriptive text based on the picture collaboratively</p>	<p>d. Changing the pronouns of the sentences in pairs</p> <p>e. Grouping nouns in a good order in pairs</p> <p>f. Stating the true and false statement in pairs</p> <p>g. Arranging jumbled words into sentences in pairs</p> <p>h. Changing the positive sentences into the negative sentences in pairs</p> <p>i. Writing the</p>	
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					<b>4. ICOT</b> <ul style="list-style-type: none"> <li>a. Exchanging the writing</li> <li>b. Giving feedback to the other groups' writing</li> <li>c. Revising and rewriting the text collaboratively</li> <li>d. Making the draft of the descriptive text individually</li> <li>e. Writing the descriptive text individually</li> <li>f. Revising and rewriting the text individually</li> </ul>	<ul style="list-style-type: none"> <li>j. Writing the descriptive text individually</li> </ul>	
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## COURSE GRID II

Cycle	Standard of Competencies	Basic Competencies	Materials	Input Text	Activities	Indicators	Time
CYCLE 2	6. expressing the meaning in the short functional text and short essay in the form of descriptive and recount text in the daily life context	6.1. expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context 6.2. expressing the meaning and rhetorical steps in the	1. Example of the text:  <b>The Adorable Daniel Radcliffe</b>  My idol is Daniel Radcliffe. His full name is Daniel Jacob Radcliffe. His nick name is Dan. He was born in Fulham, London, 23 July 1989. Dan has dark brown hair. The colour of his eyes is blue. His height is about 168 cm. he is an intelligent and a humorous person. I admire him since his first appearance in	Descriptive text	<b>1. BKOF</b> a. Answering whether they have an idol or not b. Answering who their idols are c. Filling the table in pairs  <b>2. MOT</b> a. Answering the questions regarding the descriptive text provided in groups of four b. Stating true or false statements and then correcting the	a. Writing the idol's name and job in pairs b. Answering the questions regarding the descriptive text provided in groups of four c. Stating the true and false statement based on the	5 x 40 minutes

		<p>short essay in the form of descriptive and recount text accurately, fluently, and appropriately in the daily life context.</p>	<p>“Harry Potter and The Sorcerer Stone”. I think he is a good actor.</p> <p>2. Present simple tense, noun groups, pronouns, adjectives, relating verbs Action verbs</p>		<p>false ones in groups of four</p> <p>c. Labeling the pictures with the correct names in groups of four</p> <p>d. Writing adjectives of the personal characteristic in groups of four</p> <p>e. Changing the pronouns of the sentences in groups of four</p> <p>f. Rewrite the noun phrases in groups of four</p> <p>g. Circling the subject and the verbs of the sentences in groups of four</p> <p><b>3. JCOT</b></p> <p>a. Making the draft collaboratively</p> <p>b. Writing the descriptive text</p>	<p>descriptive text provided in groups of four</p> <p>d. Matching the pictures with the correct description in groups of four</p> <p>e. Writing the adjectives of the personal characteristic in groups of four</p> <p>f. Changing the pronouns of the sentences in groups of four</p> <p>g. Rewrite the</p>	
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					<p>based on the picture collaboratively</p> <p><b>4. ICOT</b></p> <ul style="list-style-type: none"> <li>a. Exchanging the students' writing</li> <li>b. Giving feedback to the other groups' writing</li> <li>c. Revising and rewriting the text collaboratively</li> <li>d. Making the draft of the descriptive text individually</li> <li>e. Writing the descriptive text individually</li> <li>f. Revising and rewriting the text individually</li> </ul>	<p>noun phrases in groups of four</p> <ul style="list-style-type: none"> <li>h. Circling the subjects and the verbs of the sentences in groups of four</li> <li>i. Writing the descriptive text collaboratively in groups of four</li> <li>j. Writing the descriptive text individually</li> </ul>	
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# **APPENDIX E: LESSON PLANS**



## LESSON PLAN I

<b>School</b>	<b>: SMP N 2 Srandakan</b>
<b>Grade/Semester</b>	<b>: VIII/1</b>
<b>Subject</b>	<b>: English</b>
<b>Text Type</b>	<b>: Descriptive</b>
<b>Language Skill</b>	<b>: Writing</b>
<b>Time</b>	<b>: 3 Meetings (5 X 40 Minutes)</b>

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### A. STANDARD OF COMPETENCIES

6. expressing the meaning in the short functional text and short essay in the form of descriptive and recount in the daily life context

### B. BASIC COMPETENCIES

6.1. expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context

6.2. expressing the meaning and rhetorical steps in the short essay in the form of descriptive and recount text accurately, fluently, and appropriately in the daily life context.

### C. INDICATORS

- a. Answering the questions regarding the descriptive text provided in pairs
- b. Matching the picture with the correct description in pairs
- c. Writing the opposites meaning of the adjectives in pairs
- d. Changing the pronouns of the sentences in pairs
- e. Grouping nouns in a good order in pairs
- f. Stating the true and false statement in pairs
- g. Arranging jumbled words into sentences in pairs

- h. Changing the positive sentences into the negative sentences in pairs
- i. Writing the descriptive text collaboratively in pairs
- j. Writing the descriptive text individually

#### **D. LEARNING OBJECTIVES**

By the end of the lesson, the students are expected to:

- understand the rhetorical steps of the descriptive text
- understand the content of the descriptive text provided
- master the adjective words related to the topic
- understand the order of the noun phrases
- understand the verb agreement
- be able to write the descriptive text collaboratively
- be able to write the descriptive text individually

#### **E. LEARNING MATERIAL**

- a. Descriptive text

Examples:

##### **My Lovely Puppies**

My dog, Betsy, has four puppies. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. His name is Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two others puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all. (Priyana: 2008)

### I Have a Cat

I have a pet and his name is Spot. Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table. (Adapted from Kumalarini.: 2008)

### My Dog, Brownie

I have a pet. It is a dog and I call her Brownie. Brownie is a Chinese breed. She is small, fluffy and cute. She has thick brown fur. When I cuddle her, the fur feels soft. Brownie does not like bones. Every day she eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. Brownie is really a sweet and friendly animal.

(Adapted from: [www.education-english.com](http://www.education-english.com))

#### b. The function and the characteristic of the descriptive text

- The function of the descriptive text is to describe a certain place, person, or thing.
- The descriptive text includes an introduction to the subject of the description and the characteristic features of the subject such as physical appearance, qualities, habitual behaviour, and significant attributes.

#### c. Language features:

- present simple tense

<b>S + am/is/are + adjective/adverb/noun/noun group .....</b> I+ am + ..... You/ They/ We + are + ..... He/She/It + is + .....
<b>S + V1/ V1s / V1es + .....</b> I/You/They/We + V1 + ..... He/She/ It + V1s / V1es .....
<b>S + has/have + .....</b> I/You/They/We + have + ..... He/She/ It + has +.....
<b>S + like/likes + ving</b>

- pronouns

<b>Subject</b>	<b>Object</b>	<b>Possessive</b>
I	me	my
you	you	you
they	them	their
we	Us	our
he	him	his
she	her	her
it	it	its

- adjectives

small	thick	furry	wild	soft
big	sweet	thin	tame	old
fluffy	cute	fat	regular	new
beautiful	friendly	Active	adorable	nice

- noun groups

article	adjectives				noun
	size	Age	colour	material	
possessive pronouns (my, her, his, their, its, your, our) /a/an/the	big small large	old young new	black white silver green red yellow blue purple	persian japanese chinese	cat dog hamster animal

## **F. TEACHING-LEARNING METHODS**

### **Genre Based Approach**

consisting of:

- Building Knowledge of Field (BKOF)
- Modeling of Text (MOT)
- Joint Construction of Text (JCOT)
- Independent Construction of Text (ICOT)

## **G. TEACHING-LEARNING ACTIVITIES**

### **❖ MEETING 1**

#### **1. Pre-Activities**

##### **Opening**

- a. The researcher greets the students.
- b. The researcher calls the roll.
- c. The researcher leads the prayer.

#### **2. Main Activities**

##### **A. Building Knowledge of Field**

- a. The students answer the researcher's question whether they have pets or not.
- b. The students answer the researcher's question about what their pets look like.
- c. The students group the names of wild and pet animals in pairs.
- d. The students match the pictures with the correct description.

##### **B. Modeling of the Text**

- a. The students read the text and then answer the questions regarding the descriptive text provided in pairs.
- b. The students find and write the opposites meaning of the adjectives provided in pairs.

- c. The students change the pronouns of the sentences in pairs.
- d. The students arrange the jumbled words into good noun groups in pairs.
- e. The students state the true or false statement in pairs.
- f. The students put the correct verb in the bracket in pairs.
- g. The students change the positive sentences into the negative sentences in pairs.

## ❖ MEETING II

### C. Joint Construction of Text

- a. The students are conditioned into the previous pairs.
- b. The students make the draft of their descriptive text collaboratively.
- c. The students write the descriptive text based on the picture collaboratively.

## ❖ MEETING III

- a. The students exchange their writing
- b. The students correct and give feedback to the descriptive text together.
- c. The students revise and rewrite the text collaboratively.

### D. Independent Construction of the Text

- d. The students make the draft of their descriptive text individually.
- e. The students write the descriptive text individually.
- f. The students exchange their descriptive text to the other students.
- g. The students give feedback to the other students' writing.
- h. The students revise and rewrite the text.

## 3. Post-Activities

### Closing

- a. The students and the researcher make a summary of the teaching and learning process together.

- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

## **H. ASSESSMENT**

### **BKOF**

**A.  $24 \times 5 = 100$**

**B.  $5 \times 20 = 100$**

### **MOT**

**C.  $8 \times 5 = 40$**

**D.  $6 \times 5 = 30$**

**E.  $8 \times 5 = 40$**

**F.  $6 \times 5 = 30$**

**G.  $8 \times 5 = 40$**

**I.  $10 \times 1 = 10$**

**J.  $8 \times 5 = 40$**

Total scores of MOT

$$\frac{220}{22} = 10$$

## **JCOT & ICOT (Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002))**

<b>Aspect of Writing</b>	<b>The Range of the Score</b>	<b>Level</b>
<b>CONTENT</b>	30-27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic

	26-22	GOOD TO AVERAGE: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject – little substance – inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing - cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	VERY POOR: does not communicate – no organization – OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured
	9-7	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions



	21-18	GOOD TO AVERAGE: effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rule – dominated by errors – does not communicate – OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate

## I. LEARNING SOURCES AND MEDIA

1. Board markers
2. Pictures

3. Kumalarini, Th, et al. 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
4. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
5. Students' worksheets
6. Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
7. Whiteboard
8. [www.education-english.com](http://www.education-english.com)
9. [www.jongjava.com](http://www.jongjava.com)

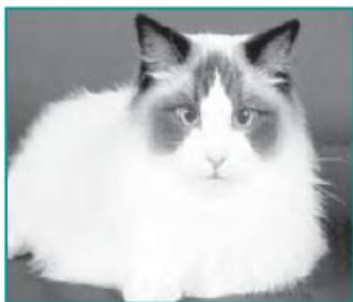
## BKOF

### A. Group the following animal names in pairs.

Chicken, Cat, Dog, Giraffe, Elephant, Chicken, Fish, Tiger, Lion, Bird, Parrot,  
Snake, Crocodile, Rabbit, Cow, Goat, Sheep, Monkey, Pig, Rhinoceros, Wolf,  
Deer, Bear, Panda

Pet animals	Wild animals

### B. Match the following pictures with the correct description. Do it in pairs.



It is a parrot. It has white, yellow, and blue feather. Its beak's color is white. It likes imitating what people say.



It is a cat. It is very cute. It has brown fur and green eyes. It also has long brown tail.



It is a snake. It is very long with red skin and white dots on it.



It is a Dalmatian. It has a red ribbon around its neck. It has white fur and black dots on it.



It is a cat. It is very cute and cuddly. It has white and black fur.

## MOT

**C. Work in pairs. Read the following text and then answer the questions.**

### I Have a Cat

I have a pet and his name is Spot. Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

(Adapted from Kumalarini.: 2008)

1. What kind of animal is Spot?
2. What does Spot look like?
3. What is Spot's fur like?
4. What food does Spot have every morning?
5. What kind of food does Spot like?
6. What kind of food does Spot dislike?
7. What does Spot like to do?
8. Where does Spot usually sleep?

**D. In pairs, find the opposite meaning of the words below.**

1. pet animalx .....
2. fat            x .....
3. soft           x .....
4. active        x .....
5. thick         x .....
6. small        X .....

**E. In pairs, cross out the wrong pronouns.**

1. *He / Him* is an adorable cat.
2. I like to cuddle him / his because *him / his* fur is soft.
3. *It / its* is my friendly dog, Betsy.
4. I gave *she / her* bread every morning.
5. *She / her* fur feels very soft.
6. I love *their / them* all.
7. *They / Their* are my active pets.
8. *They / Their* hair is brown with black markings.

**F. In pairs, arrange the following words into good noun groups.**

1. A – house – cat – regular
2. Cat – adorable – an
3. friendly – hamster– My
4. Her – bird – beautiful
5. black– His – fur – thick
6. tail – short– Its

**G. Work in pairs. Read the text above again and then decide whether the following statements are true (T) or false (F).**

1. Spot is a dog.
2. Spot lives inside a house.
3. Spot is an adorable animal.
4. Spot's fur is white with black and orange spots.
5. Spot likes to drink water every morning.
6. Spot likes to eat cat food.
7. Spot doesn't like to move around.
8. When Spot is tired or sleepy, he likes to sleep under the chair.

**H. In pairs, read the following text carefully.**

My Dog, Brownie

I have a pet. It is a dog and I call her Brownie. Brownie is a Chinese breed. She is small, fluffy and cute. She has thick brown fur. When I cuddle her, the fur feels soft. Brownie does not like bones. Every day she eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. Brownie is really a sweet and friendly animal.

**I. Work in pairs and then put the verb in the bracket into correct form.  
Number 1 is given as the example.**

1. I [has] a pet.  
I have a pet.
2. It [are] a dog and I [calls] her Brownie.
3. Brownie [are] a Chinese breed.
4. She [are] small, fluffy and cute.
5. She [have] thick brown fur.
6. When I [cuddles] her, the fur [feel] soft.
7. Brownie [do] not [likes] bones.
8. Every day she [eat] soft food like steamed rice, fish or bread.
9. Every morning, I [gives] her milk and bread.
10. Brownie [are] really a sweet and friendly animal.

**J. In pairs, read the following text carefully.**

My Lovely Puppies

My dog, Betsy, has four puppies. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. His name is Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two others puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

(Priyana: 2008)

**K. In pairs, change the following positive sentences into the negative sentences.**

1. My dog has four puppies.
2. Betsy is a big male.

3. Betsy's hair is brown.
4. I put a black ribbon in Robin's neck.
5. Ruby and Opal are brown haired.
6. Oscar has a white ribbon on her neck.
7. They are quite the same.
8. I love them.

## JCOT

**L. Write the descriptive text based on the picture and statements below in pairs.**



Name : Kitty

Like : fish, milk, bones

Dislike : rice, bread

Qualities : friendly, cute, fluffy, small

Colour : brown

( [www.jongjava.com](http://www.jongjava.com) )

## ICOT

**M. Write the descriptive text about a pet individually.**



## LESSON PLAN II

<b>School</b>	<b>: SMP N 2 Srandakan</b>
<b>Grade/Semester</b>	<b>: VIII/1</b>
<b>Subject</b>	<b>: English</b>
<b>Text Type</b>	<b>: Descriptive</b>
<b>Language Skill</b>	<b>: Writing</b>
<b>Time</b>	<b>: 3 Meetings (5 X 40 minutes)</b>

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### A. STANDARD OF COMPETENCIES

6. expressing the meaning in the short functional text and short essay in the form of descriptive and recount in the daily life context

### B. BASIC COMPETENCIES

6.1. expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context

6.2. expressing the meaning and rhetorical steps in the short essay in the form of descriptive and recount text accurately, fluently, and appropriately in the daily life context.

### C. INDICATORS

- a. Writing the idol's names and jobs in pairs
- b. Answering the questions regarding the descriptive text provided in groups of four
- c. Stating the true and false statement based on the descriptive text provided in groups of four
- d. Labeling the pictures with the correct description in groups of four
- e. Writing the adjectives of the personal characteristic in groups of four
- f. Changing the pronouns of the sentences in groups of four
- g. Rewrite the noun phrases in groups of four
- h. Circling the subjects and the verbs of the sentences in groups of four

- i. Writing the descriptive text collaboratively in groups of four
- j. Writing the descriptive text individually

#### **D. LEARNING OBJECTIVES**

By the end of the lesson, the students are expected to:

- understand the rhetorical steps of the descriptive text
- understand the content of the descriptive text
- master the adjective words related to the topic
- understand the order of the noun phrases
- understand the verb agreement
- be able to write the descriptive text collaboratively
- be able to write the descriptive text individually

#### **E. LEARNING MATERIAL**

- a. Descriptive text

##### **The Adorable Daniel Radcliffe**

My idol is Daniel Radcliffe. His full name is Daniel Jacob Radcliffe. His nick name is Dan. Dan has dark brown hair. The colour of his eyes is blue. His height is about 168 cm. He is an intelligent and a humorous person. I admire him since his first appearance in “Harry Potter and The Sorcerer Stone”. I think he is a good actor. (Priyana: 2008)

##### **Tobey Maguire**

Tobey Maguire is an American actor. His full name is Tobias Vincent Maguire. He is known for his actor as Peter Parker / Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a muscular body that can really figure a super hero. He has big round eyes and black straight hair. His physical appearance really supports his role as a super hero. Moreover, he is very friendly that makes him loveable. (Priyana: 2008)

### Michael Jordan

Michael Jordan is a famous basketball player. Michael Jordan certainly looks like a star. He is tall, well-built and handsome. He is always well dressed. His personality is as good as his playing ability. He is confident and also generous. He gives a lot of money to charity. His hobby is playing golf, baseball, and cooking. He often cooks for his family.

(Adapted from: [www.englishjuniorhighschool.blogspot.com](http://www.englishjuniorhighschool.blogspot.com))

#### b. The function and organization of descriptive text

- The function of the descriptive text is to describe a particular person, place or thing.
- The descriptive text includes an introduction to the subject of the description and the characteristic features of the subject such as physical appearance, qualities, habitual behaviour, and significant attributes.

#### c. Language features:

##### ❖ present simple tense

<b>S + am/is/are + adjective/adverb/noun/noun group .....</b>
I + am + .....
You/ They/ We + are + .....
He/She/It + is + .....
<b>S + V1/ V1s / V1es + .....</b>
I/You/They/We + V1 + .....
He/She/ It + V1s / V1es .....
<b>S + has/have + .....</b>
I/You/They/We + have + .....
He/She/ It + has + .....
<b>S + like/likes + ving</b>

##### ❖ adjectives

height	body	age	hair	face	eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright

			red brown		slanted
--	--	--	--------------	--	---------

## ❖ noun group

article	adjective		noun
possessive pronouns (my, her, his, their, its, your, our) /a/an/the	beautiful handsome cute gorgeous smart good famous / well known	generous great good adorable intelligent humorous muscular	idol super hero star singer actor actress, etc

**F. TEACHING-LEARNING METHODS****Genre Based Approach**

consisting of:

- Building Knowledge of Field (BKOF)
- Modeling of Text (MOT)
- Joint Construction of Text (JCOT)
- Independent Construction of Text (ICOT)

**G. TEACHING-LEARNING ACTIVITIES**❖ **MEETING I****1. Pre-Activities****Opening**

- a. The researcher greets the students.
- b. The researcher calls the roll.
- c. The researcher leads the prayer.
- d. The researcher asks what the students have learnt in the previous meeting.

**2. Main Activities****A. Building Knowledge of Field**

- a. The students answer the researcher's questions whether they have an idol or not.
- b. The students answer the researcher's question about who their idols are.

- c. The students fill the table about idol in pairs.

### **B. Modeling of the Text**

- a. The students read the text and then answer the questions regarding the descriptive text provided in groups of four.
- b. The students state the true or false statement in groups of four.
- c. The students label the pictures with the correct description in groups of four.
- d. The students write the adjectives and the meaning about the personal characteristic in groups of four.
- e. The students change the pronouns of the sentences in groups of four.
- f. The students rewrite the noun phrases in groups of four.
- g. The students circle the subjects and the verbs of the sentences in groups of four

### **❖ MEETING II**

#### **C. Joint Construction of Text**

- a. The students are conditioned into the previous groups of four.
- b. The students make the draft of their descriptive text collaboratively.
- c. The students write the descriptive text based on the picture collaboratively.

### **❖ MEETING III**

- a. The students exchange the groups' writing.
- b. The students and the researcher check and give feedback to the descriptive text together.
- c. The students rewrite the descriptive text collaboratively.

#### **D. Independent Construction of the Text**

- a. The students make the draft of their descriptive text individually.
- b. The students write the descriptive text individually.
- c. The students exchange their writing to the others.

- d. The students give feedback to the other students' writing.
- e. The students revise and rewrite their descriptive text.

### 3. Post-Activities

#### Closing

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

## H. ASSESSMENT

### BKOF

$$\frac{6 \times 5}{2} = 30$$

### MOT

**B.  $6 \times 5 = 30$**

**C.  $5 \times 2 = 10$**

**D.  $16 \times 5 = 90$**

**E.  $10 \times 1 = 10$**

**F.  $9 \times 1 = 9$**

**G.  $11 \times 1 = 11$**

**H.  $18 \times 5 = 90$**

Total scores of MOT

$$\frac{240}{24} = 10$$

**JCOT & ICOT (Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002))**

Aspect of Writing	The Range of the Score	Level
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject – little substance – inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing - cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	VERY POOR: does not communicate – no organization – OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured
	9-7	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate

LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rule – dominated by errors – does not communicate – OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate

## I. LEARNING SOURCES AND MEDIA

1. Board markers
2. Pictures



3. Priyana, Joko, et al. 2008. *Scaffolding: English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
4. Students' worksheets
5. Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
6. Whiteboard
7. [www.biography.com](http://www.biography.com)
8. [www.englishjuniorhighschool.blogspot.com](http://www.englishjuniorhighschool.blogspot.com)
9. [www.hdwallpapers3d.com](http://www.hdwallpapers3d.com)

## BKOF

A. Who and what are they? Write the answers in the table. Work in pairs.



1	Sherina	Singer
---	---------	--------

2		
---	--	--

3		
---	--	--



4		
---	--	--

5		
---	--	--



6		
---	--	--

7		
---	--	--



*David Beckham	*Avril Lavigne
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*Agnes Monica	*Sherina
---------------	----------

*Shahrukh Khan	*Justin Bieber
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*Daniel Radcliffe	
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## MOT

**B. Work in groups of four. Read the following text and then answer the questions.**

### Tobey Maguire

Tobey Maguire is an American actor. His full name is Tobias Vincent Maguire. He is known for his actor as Peter Parker / Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a muscular body that can really figure a super hero. He has big round eyes and black straight hair. His physical appearance really supports his role as a super hero. Moreover, he is very friendly that makes him loveable. (Priyana: 2008)

1. Who is Tobey Maguire?
2. What is Maguire's full name?
3. How tall is he?
4. How are Maguire's eyes and hair?
5. Does his physical appearance support his role?
6. What makes Maguire loveable?

**C. Work in groups of four. Read again the previous text in task A. Write T if the statement is true and write F if the statement is false. Correct the false statement. Look at the example.**

No	Statement	T/F	Correction
1.	Tobey Maguire is an English actor.	F	He is an American actor.
2.	Maguire's real name is Peter Parker.		
3.	Maguire is 127cm tall.		
4.	Maguire has slanted eyes.		
5.	Maguire has black curly hair.		
6.	Maguire is very cute.		

**D. In groups of four, match the following pictures with the correct description by choosing one on the box**



(.....)



(.....)



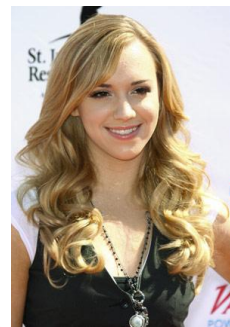
4. (.....)



(.....)



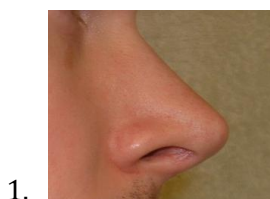
(.....)



(.....)



(.....)



10. (.....)



(.....)



(.....)



(.....)



(.....)



(.....)



(.....)



(.....)

- |                  |                         |                  |
|------------------|-------------------------|------------------|
| A. a fat man     | G. thin lips            | M. straight hair |
| B. white skin    | H. a pointed nose       | N. curly hair    |
| C. a flat nose   | I. brown skin           | O. slanted eyes  |
| D. a tall man    | J. a slim woman         | P. blond hair    |
| E. thick lips    | K. round eyes           |                  |
| F. a short woman | L. short and black hair |                  |

**E. Write the adjectives and its meaning about the personal characteristic as many as possible. Do it in groups of four. Number 1 is given as the example.**

No	adjectives	meaning
1.	Diligent	rajin
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11		
12.		

**F. Work in groups of four. Read the following text. Correct the wrong pronouns.**

### Tobey Maguire



Tobey Maguire is an American actor. Her full name is Tobias Vincent Maguire. She is known for his actor as Peter Parker / Spider-Man in the Spider-Man film series. Her stands about 172 cm. Besides, Him has a muscular body that can really figure a super hero. She has big round eyes and black straight hair. Her physical appearance really supports he role as a super hero. Moreover, his is very friendly that makes his loveable.

**G. In groups of four, read the texts below. Find and rewrite the noun phrases.**



**H. Read the descriptive texts below carefully. Circle the subjects and the verbs of the sentences. Do it in groups of four.**

### The Adorable Daniel Radcliffe

My idol is Daniel Radcliffe. His full name is Daniel Jacob Radcliffe. His nick name is Dan. Dan has dark brown hair. The colour of his eyes is blue. He is about 168 cm tall. He is an intelligent and a humorous person. I admire him since his first appearance in “Harry Potter and The Sorcerer Stone”. I think he is a good actor. (Priyana: 2008)

### Michael Jordan

Michael Jordan is a famous basketball player. Michael Jordan certainly looks like a star. He is tall, well-built and handsome. He is always well dressed. His personality is as good as his playing ability. He is confident and also generous. He gives a lot of money to charity. His hobby is playing golf, baseball, and cooking. He often cooks for his family.

(Adapted from: [www.englishjuniorhighschool.blogspot.com](http://www.englishjuniorhighschool.blogspot.com))

## JCOT

- I. Write the descriptive text based on the picture and statements below in groups of four.**



([www.hdwallpapers3d.com](http://www.hdwallpapers3d.com))

Name	: Justin Bieber
Full Name	: Justin Drew Bieber
Age	: 19
Height	: 170 cm
Occupation	: singer
Hobby	: listening to music, playing games, playing basketball

( Adapted from: [www.biography.com](http://www.biography.com))

## ICOT

- J. Write the descriptive text about one of your idols individually.**

# **APPENDIX F: OBSERVATION CHECKLISTS**



### Observation Sheet (Pre-Action) Monday, September 9<sup>th</sup> 2013

No	Aspects	Description
1.	The Teacher	The teacher always monitors the students when they do the tasks. He also always motivates the students to do the tasks. During the teaching and learning process, he also gives some jokes.
2.	The Media	The teacher uses white and black boards, a course book, and also pictures.
3.	The Students	Some of the students do not really pay attention to the material transferred by the teacher. They also sometimes are busy with themselves or even disturb the others. However, they still join the teaching and learning process.
4.	The Method	Presentation, practice, and production
5.	The Activities	The teacher tends to firstly present the material and gives some examples. The students are also asked to look up some words in the dictionary. After that, the students practice what they have learnt in the explanation section by writing something related to the materials given. The last, they do the tasks in the coursebook. In the process of writing they are not asked to write the text by themselves but they are asked to arrange some sentences into the good text.

### Observation Checklist (CYCLE I, Meeting 1) Monday, September 16<sup>th</sup> 2013

No	Students' Activities	Yes	No	Description
1.	The students share their knowledge about the topic of the lesson.	√		Not all of the students
2.	The students answer the researcher's questions.	√		
3.	The students do the tasks given by the researcher.	√		
4.	The students do the tasks in pairs.	√		
5.	The students share their knowledge during the pair work.	√		The students' participation is still low
6.	The students ask the researcher or friends if they find difficulties.	√		
7.	The students give or receive the feedback during the pair work.	√		
8.	The students write on the board.	√		When the answers are discussed.

9.	The students check their work together.	√		
----	---	---	--	--

No	The researcher's Activities	Yes	No	Description
1.	The researcher greets the students, leads the prayer and checks the students' attendance.	√		
2.	The researcher asks some questions related to the topic.	√		
3.	The researcher gives some tasks to the students.	√		
4.	The researcher motivates the students.	√		
5.	The researcher divides the students into pairs.	√		The students choose their partner by themselves.
6.	The researcher helps the students who find the difficulties.	√		
7.	The researcher gives the students feedback.	√		
8.	The researcher checks the students' understanding about what they have learnt.	√		
9.	The researcher closes the course.	√		

### Observation Checklist (CYCLE I, Meeting 2) Friday, September 20<sup>th</sup> 2013

No	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher's explanation.	√		
2.	The students are divided into pairs.	√		The students are conditioned into the previous pairs.
3.	The students make the draft for their writing collaboratively.	√		
4.	The students collaboratively write the descriptive text based on the picture and the statements given.	√		
5.	The students share their knowledge during the group work.	√		Some students quarrel during the process of discussion.
6.	The students ask the researcher or friends if they find difficulties.	√		
7.	The students give or receive	√		

	feedback during the group work.			
8	The students exchange their writing and then give feedback to the other groups' writing.	√		
9.	The students revise and rewrite their writing collaboratively.	√		

No	The researcher's Activities	Yes	No	Description
1.	The researcher greets the students, leads the prayer and checks the students' attendance.	√		
2.	The researcher explains what the students should do.	√		
3.	The researcher divides the students into pairs.	√		The students are conditioned into the previous pairs.
4.	The researcher motivates the students.	√		
5.	The researcher helps the students who find the difficulties.	√		
6.	The researcher gives feedback to the students.		√	The time is up.
7.	The researcher checks the students understanding about what they have learnt.		√	The time is up.
8.	The researcher closes the course and leads the prayer.		√	The time is up.

### Observation Checklist (CYCLE I, Meeting 3) Saturday, September 21<sup>st</sup> 2013

No	Students' Activities	Yes	No	Description
1.	The students respond the researcher's questions	√		
2.	The students pay attention to the researcher's explanation	√		
3.	The students write the draft individually.	√		
4.	The students write the descriptive text individually.	√		
5.	The students ask the teacher if they find difficulties.	√		Some of the students do not bring the dictionary and their friends do not want to lend

				them.
6.	The students exchange their writing to the other students.	√		
7.	The students correct another friend's writing.	√		
8.	The students revise and rewrite their writing individually.	√		

No	The researcher's Activities	Yes	No	Description
1.	The researcher greets the students, leads the prayer and checks the students' attendance.	√		
2.	The researcher proposes some questions and gives explanation to the students.	√		
3.	The researcher gives the students a task to write the descriptive text individually.	√		
4.	The researcher motivates the students.	√		
5.	The researcher gives the students feedback.	√		
6.	The researcher checks the students understanding about what they have learnt.	√		
7.	The researcher closes the course and leads the prayer.	√		

### Observation Checklist (CYCLE II, Meeting 1) Monday, September 23<sup>rd</sup> 2013

No	Students' Activities	Yes	No	Description
1.	The students share their knowledge about the topic of the lesson.	√		
2.	The students answer the researcher's questions.	√		
3.	The students do the tasks given by the researcher.	√		
4.	The students do the tasks in pairs or groups.	√		First they do the tasks in pairs but after that they do the tasks in groups of four.
5.	The students share their knowledge during the group work.	√		
6.	The students ask the researcher or friends if they find difficulties.	√		
7.	The students give or receive the	√		

	feedback during the group work			
8.	The students write on the board.	√		When the answers are discussed together.
9.	The students check their work together.	√		

No	The researcher's Activities	Yes	No	Description
1.	The researcher greets the students, leads the prayer and checks the students' attendance.	√		
2.	The researcher asks some questions related to the topic.	√		
3.	The researcher gives some tasks to the students.	√		
4.	The researcher motivates the students.	√		
5.	The researcher divides the students into pairs or groups.	√		The researcher firstly divides the students into pairs and then divides them into groups of four. The students choose the group members by themselves.
6.	The researcher helps the students who find the difficulties.	√		
7.	The researcher gives the students feedback.	√		
8.	The researcher checks the students' understanding about what they have learnt.	√		
9.	The researcher closes the course and leads the prayer.	√		

### Observation Checklist (CYCLE II, Meeting 2) Friday, September 27<sup>th</sup> 2013

No	Students' Activities	Yes	No	Description
1.	The students pay attention to and respond the researcher's explanation.	√		Some students answered the researcher's questions.
2.	The students are divided into	√		The students are

	groups of four.			conditioned into the previous groups.
3.	The students make the draft for their writing collaboratively.	√		
4.	The students collaboratively write the descriptive text based on the picture and the statements given.	√		
5.	The students share their knowledge during the group work.	√		
6.	The students ask the researcher or friends if they find difficulties.	√		
7.	The students give or receive feedback during the group work.	√		

No	The researcher's Activities	Yes	No	Description
1.	The researcher greets the students, leads the prayer and checks the students' attendance.	√		
2.	The researcher asks what the students have learnt.	√		
3.	The researcher explains what the students should do.	√		
4.	The researcher divides the students into groups of four.	√		The students are conditioned into the previous groups.
5.	The researcher motivates the students.	√		
6.	The researcher helps the students who find the difficulties.	√		
7.	The researcher gives feedback to the students.		√	The time is up.
9.	The researcher checks the students understanding about what they have learnt.		√	The time is up.
10.	The researcher closes the course.	√		

**Observation Checklist (CYCLE II, Meeting 3) Saturday, September 28<sup>th</sup> 2013**

No	Students' Activities	Yes	No	Description
		s		

1.	The students pay attention to the researcher's explanation.	√		
2.	The students exchange their writing and then give feedback to the other groups' writing.	√		
3.	The students pay attention to the class discussion.	√		
4.	The students shared their opinion during the class discussion.	√		The students are active in giving their opinion of what being discussed.
5.	The students revise and rewrite their writing collaboratively.	√		
6.	The students write the draft individually.	√		
7.	The students write the descriptive text individually.	√		
8.	The students consult the words to the dictionary.	√		
9.	The students exchange their writing to the other students.	√		
10.	The students correct another friend's writing.	√		
11.	The students revise and rewrite their writing individually.	√		

No	The researcher's Activities	Yes	No	Description
1.	The researcher greets the students, leads the prayer and checks the students' attendance.	√		
2.	The researcher gives explanation to the students during the class discussion.	√		The researcher starts from sentence by sentence.
3.	The researcher gives the students a task to write the descriptive text individually.	√		
4.	The researcher motivates the students.	√		
5.	The researcher gives the students feedback.	√		
6.	The researcher checks the students understanding about what they have learnt.	√		
7.	The researcher closes the course and leads the prayer.	√		

# **APPENDIX G: QUESTIONNAIRES**



### **A. BEFORE IMPLEMENTATION**

**Jawablah pertanyaan berikut dengan jujur dan singkat.**

1. Apakah Adek tertarik dengan pelajaran Bahasa Inggris?
2. Bagaimana pendapat Adek tentang cara guru dalam menyampaikan materi?
3. Bagaimana tentang media pembelajaran Bahasa Inggris selama ini?
4. Menurut Adek, apakah Bahasa Inggris itu susah?
5. Apakah Adek sudah lebih percaya diri dalam menulis dalam Bahasa Inggris?
6. Apakah Adek cukup menguasai kosa kata Bahasa Inggris? Seberapa banyak kosa kata yang Adek kuasai?
7. Apakah Adek masih bingung dalam membuat kalimat dalam Bahasa Inggris?
8. Apakah Adek merasa kesulitan jika menulis bahasa Inggris sendiri dan tidak ada yang membantu?
9. Menurut Adek, apakah lebih senang jika pekerjaan Adek dikoreksi oleh teman atau dikoreksi oleh guru?
10. Apakah Adek tertarik dan senang bila menulis secara berkelompok?
11. Pilihlah dua diantara tema-tema berikut:
  - a. Pet
  - b. Place
  - c. Idol

### **B. AFTER IMPLEMENTATION**

**Jawablah pertanyaan berikut dengan jujur dan singkat.**

1. Bagaimana menurut Adek tentang kegiatan yang sudah dilakukan?
2. Apakah Adek terbantu dengan kegiatan yang sudah dilakukan?
3. Apakah Adek sudah lebih percaya diri dalam menulis dalam Bahasa Inggris?
4. Setelah mengikuti kegiatan, apakah kosa kata Bahasa Inggris Adek bertambah?
5. Apakah Adek masih bingung dalam membuat kalimat menggunakan Bahasa Inggris?
6. Apakah Adek senang dengan kegiatan menulis Bahasa Inggris secara berkelompok?
7. Apa manfaat yang Adek peroleh setelah mengikuti kegiatan menulis secara berkelompok?

### BEFORE IMPLEMENTATION

NO	QUESTIONS										
	1	2	3	4	5	6	7	8	9	10	11
1	Tidak	Bagus	Bagus	Ya	Tidak	Sedikit	Ya, masih	Ya	Guru	Ya	a, b
2	Tidak	Bagus	Bagus	Ya	Tidak	Sedikit	Ya	Ya	Teman	Tidak terlalu	b, c
3	Lumayan	Menyenangkan	Baik	Ya	Belum	Tidak menguasai	Masih	Ya	Teman dan guru	Tertarik	a, b
4	Ya	Jelas	Bagus	Lumayan	Lumayan	Cukup banyak	Kadang - kadang	Ya, kesulitan	Teman	Kurang tertarik	a, b
5	Lumayan	Bagus	Baik	Ya	Tidak	Sedikit	Ya	Ya	Teman	Biasa saja	b, c
6	Ya	Dapat dimengerti	Sudah baik	Ya	Tidak	Tidak	Ya	Ya	Guru	Senang	a, c
7	Tidak	Cukup bagus	Baik	Susah sekali	Belum	Lumayan	Masih	Ya	Guru	Ya	a, b
8	Tidak	Cukup baik	Lumayan bagus	Susah	Belum	Sedikit sekali	Ya	Ya	Guru	Ya	a, b
9	Lumayan	Bagus	Bagus	Susah	Tidak	Lumayan	Masih	Ya	Teman	Tertarik	a, b
10	Lumayan	Cukup menyenangkan	Baik	Ya	Tidak	Sedikit	Ya	Ya	Teman	Ya	b, c
11	Tidak	Bagus	Sudah baik	Ya, susah	Tidak	Sedikit	Ya	Ya	Teman	Biasa – biasa saja	a, b
12	Tidak	Bagus	Baik	Ya	Belum	Lumayan	Ya, masih	Ya	Teman	Ya	a, b

13	Lumayan	Santai	Baik	Ya	Tidak	Sedikit	Ya	Ya	Teman	Senang	a, b
14	Tidak terlalu	Bagus	Bagus	Susah	Tidak	Sedikit menguasai	Ya	Ya	Teman dan guru	Ya, tertarik	a, b
15	Tidak	Menyenangkan	Lumayan baik	Susah banget	Tidak	Sedikit	Masih bingung	Ya	Guru	Ya	a, b
16	Tidak	Cukup jelas	Baik	Ya	Tidak	Tidak menguasai	Ya	Ya	Teman	Ya	a, b
17	Ya	Jelas	Baik	Agak susah	Lumayan	Cukup banyak	Lumayan bingung	Ya, kesulitan	Teman	Senang	a, b
18	Ya	Bagus	Bagus	Ya	Tidak	Cukup banyak menguasai	Kadang - kadang	Ya	Teman	Biasa saja	b, c
19	Ya	Jelas	Bagus	Ya	Tidak	Sedikit	Masih	Ya	Teman	Ya	a, b
20	Tidak	Cukup bagus	Baik	Ya	Belum	Sedikit	Ya	Ya	Guru	Tidak terlalu tertarik	a, b
21	Tidak	Cukup baik	Baik	Susah	Tidak	Sedikit sekali	Ya	Jelas	Guru	Biasa saja	-
22	Ya	Baik	Bagus	Ya	Tidak	lumayan	Kadang - kadang	Ya	Teman dan guru	Tertarik	a, b
23	Tidak	Bagus	Lumayan bagus	Susah	Tidak	Sedikit	masih bingung	Ya	Guru	Ya, tertarik	a, b
24	Tidak	Bagus	Bagus	Ya	Tidak	Lumayan	Ya	Ya	Guru	Ya	a, c

### AFTER IMPLEMENTATION

NO	QUESTIONS						
	1	2	3	4	5	6	7
1	Bagus	Ya, terbantu	Lumayan	Lumayan bertambah	Sedikit bingung	Ya	Lebih paham cara menulis menggunakan Bahasa Inggris
2	Baik	Ya	Cukup PD	Bertambah	Tidak	Lumayan senang	Kosa kata lebih luas
3	Baik	Ya	Sudah	Ya, bertambah	Tidak	Ya	Bisa menulis lebih baik
4	Baik	Terbantu	Lebih percaya diri	Bertambah	Tidak terlalu	Senang tapi tidak terlalu	Lebih mengerti
5	Bagus	Terbantu	Lebih percaya diri	Ya	Tidak terlalu	Senang	Kosa kata lebih banyak
6	Menyenangkan	Ya	Ya	Bertambah	Tidak	Ya	Ada yang membantu
7	Menarik	Ya	Ya	Ya	Tidak terlalu	Ya	Jadi lebih tahu penulisan yang benar
8	Bagus	Ya	Lebih PD	Ya	Tidak	Ya	Kata-kata Bahasa Inggrisnya bertambah
9	Bagus	Terbantu sekali	Lumayan PD	Ya	Sedikit	Ya	Dapat menulis dengan Bahasa Inggris dengan lebih baik
10	Bagus	Ya	Ya	Ya, bertambah	Tidak terlalu	Senang	Saling membantu dan jadi lebih paham
11	Menyenangkan	Ya	Ya	Ya	Tidak terlalu	Ya	Jadi lebih mudeng
12	Menyenangkan	Ya	Ya	Ya	Tidak terlalu	Ya	Kosa kata lebih banyak dan lebih mengerti
13	Baik	Ya	Lebih PD	Ya	Tidak terlalu	Senang	Lebih PD dalam menulis Bahasa Inggris
14	Bagus	Ya	Ya	Bertambah	Tidak terlalu	Senang	Kesulitan hilang karena bermusyawarah

15	Bagus	Ya	Lumayan	ya, lumayan bertambah	Sedikit agak bingung	Senang	Bisa rame tapi tetep mengerjakan dan lebih paham
16	Baik	Ya	Ya	Ya	Tidak terlalu	Ya, senang	Lebih mengetahui cara penulisan yang benar
17	Menarik	Ya, terbantu	Lebih PD	Ya	Tidak	Senang	Lebih paham dan lebih mengerti penulisan Bahasa Inggris
18	Bagus	Terbantu sekali	Sudah PD	Ya	Tidak	Ya	Lebih asyik dan bisa diberi tahu teman jika ada yang lupa
19	Bagus	Ya	Lebih PD	Ya	Tidak terlalu	Ya	Dapat lebih tau benar dan salahnya
20	Sudah bagus	Ya	Ya	Ya	Tidak terlalu	Lumayan senang	Bisa menulis lebih baik
21	Baik	Ya	Lumayan	Lumayan bertambah	Sedikit bingung	Ya, senang	Mengetahui kosa kata yang belum kita ketahui
22	Menyenangkan	Sangat terbantu	Sudah PD	Ya, bertambah	Tidak	Senang	Saya dapat menulis dengan lebih baik dari sebelumnya
23	Bagus	Ya	Lumayan	Ya	Sedikit tapi nggak terlalu	Senang	Lebih mengerti
24	Bagus	Ya	Ya	Ya	Tidak terlalu	Ya	Lebih ringan dan lebih paham

# **APPENDIX H: WRITING TESTS AND STUDENTS' WRITING**

## **WRITING TESTS**

### **A. In the Pretest**



**Write the descriptive text about one of your pets**

### **B. In the Posttest**



**Write the descriptive text about one of your idols**

## THE STUDENTS WRITING IN THE PRETEST

Nama : Feri gulantio  
 NO : 01  
 Kelas : 8F

---

**My Pet**

I have a ~~chicken~~ Chicken. ~~here~~  
 here two legs. Color of Black  
 It's hobby Fight. Food is Rice  
 Tail is short. my pet here  
 after school ever day Sedken Food

13	13	
7	8	
7	8	(35)
5	5	
2	2	
34	36	

Nama: Isti fatonah  
 No : 4  
 Kelas 8 VIII F

**My Cat**

22	25	(69)
16	17	
15	14	
11	10	
4	4	
68	70	

I have a cat. It ~~has~~ has three colours. But my cat not have a name. Why? Because I don't no to give <sup>her</sup> ~~her~~ a ~~color~~ name. My Grandma give it to Me, when ~~blaky~~ <sup>die</sup> die (my cat before it). Everyday I give her some food. When she play, I not have a friend in my home. When she hungry, she is very noisy. So, I <sup>immediatly</sup> ~~immediatly~~ give her some food.

My ~~friend~~ <sup>cat</sup> ~~has~~ have a best friend. But I forget her name, when I write it. She also nice like my Cat. They usually playing together in the night. ~~My cat. leg my cat~~

One day leg my cat was sick. I'm so angry, who brave it. May my neighbor? Or it's just a accident?



## THE STUDENTS WRITING IN CYCLE I

Ferizuhanto  
012

### My Pet

I have <sup>a x c</sup> is Cat <sup>are</sup> HIS name is Jack, <sup>He likes</sup> He's leaks milk, rice and Fish.

Jack <sup>are</sup> It's colors white and Black. I love Jack very much.

<sup>He</sup> he has a <sup>f</sup> Fat body and <sup>f</sup> Four long tail.

(57)

18	17
13	12
12	13
11	12
3	3
57	57

Name : Rizky Kurnia  
No : 13  
Kelas : VIII F

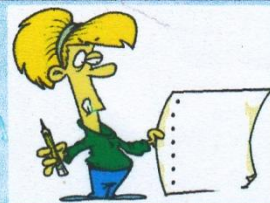
(74)

### My Dog

I have a dog. <sup>I call my dog</sup> my dog I call Helly. Helly <sup>'s</sup> is <sup>x</sup> has four legs. <sup>He's</sup> him fur is brown. Helly very like's eat <sup>ing</sup> meat or fish every evening and every morning. <sup>He</sup> him <sup>like's</sup> milk and dog food.

Helly is fluffy, cute and small. Helly <sup>like's</sup> sleep <sup>ing</sup> in <sup>x</sup> under <sup>the</sup> table <sup>in the</sup> living room. <sup>E</sup> every evening I and Helly always walking and play together.

## THE STUDENTS WRITING IN CYCLE II

Name : Wikan nindya p.St. Number : 21

Write the descriptive text about one of your idols.

### my Famous idol

My famous idol is Lionel messi. His full name is Luis Lionel Andres Messi. He has an oval face. He has a pointed nose and is straight hair. He has white skin. He has long black hair and brown eyes.

20.	20
15	15
14	15
22	21
4	4
<u>75</u>	<u>75</u>

75



Name : Windy Oktaviani

St. Number: 22 / VII F



Write the descriptive text about one of your idols.

My Idol is my mother

I have an idol. She is my mother. My mother is a house wife. She has brown skin, thick lips, and black hair. Her hobbies are cooking, sleeping, and watching tv.

I am very happy <sup>to</sup> live with my mother. She is my very good mother. She is smart in cooking. She was born in January. Her idol is Iqbal Fauzi. She likes cake, and noodles. She is always in my heart. She is very smart, I love her.

$$\begin{array}{r}
 27 \\
 19 \\
 19 \\
 22 \\
 5 \\
 \hline
 92
 \end{array}$$

(92)

## THE STUDENTS WRITING IN THE POSTTEST

NAME = Rina RahmawatiST. NUMBER = 11

Describe one of your idols.

Rusuke Yamada

I have an idol. His nickname is Rusuke Yamada. He has white skin. He has blond hair. He has round eyes. He has an oval face. He has thin lips. His origin state is Japan. He job is singer. I like my idol.

$$\begin{array}{r}
 22 \\
 17 \\
 16 \\
 21 \\
 3 \\
 \hline
 79
 \end{array}
 \qquad
 \begin{array}{r}
 21 \\
 16 \\
 16 \\
 21 \\
 3 \\
 \hline
 77
 \end{array}$$

(78)

Good luck ☺

NAME = Fitri Umi. S.

ST. NUMBER = 02

Describe one of your idols.

My Idol

I have an idol. Her full name is Naini Nurul Hidayah. She is my sister. She stands about 156 cm. She has thick lips, white skin, flat nose, round eyes, straight hair, round face, and black hair. Her nick name is Nurul.

She was born on <sup>25<sup>th</sup> of August</sup> 25 August 1994.

She is 19 years old. Her hobbies are cooking, and jogging. She likes eating vegetable, fruit and cake. She is my very good sister.

26  
20  
19  
23  
4  
—  
92

26  
20  
18  
22  
4  
—  
90

91

Good luck ☺

# **APPENDIX I: STUDENTS' SCORES**



### STUDENTS' SCORES IN THE PRETEST

No	R					T					
	C	V	LU	M	TS	C	V	LU	M	TS	FN
1	7	7	5	2	34	8	8	5	2	36	35
2	14	8	5	3	51	13	7	6	3	51	51
3	15	10	14	4	60	16	11	13	4	60	60
4	16	15	11	4	68	17	14	10	4	70	69
5	13	10	10	3	58	14	9	11	3	60	59
6	14	10	10	3	59	14	10	9	3	59	59
7	13	10	5	2	46	13	9	6	3	46	46
8	9	9	6	2	39	9	9	6	3	40	39.5
9	15	13	10	2	65	14	14	9	3	64	64.5
10	14	12	13	2	65	14	13	12	2	64	64.5
11	13	9	11	2	57	14	13	14	3	68	62.5
12	13	13	10	2	56	15	14	9	2	56	56
13	17	12	10	3	65	16	13	10	3	64	64.5
14	13	9	10	3	58	14	8	10	3	59	58.5
15	7	7	5	2	34	8	7	5	2	35	34.5
16	10	8	10	3	49	13	9	9	2	50	49.5
17	14	14	15	3	69	14	15	14	3	68	68.5
18	14	13	11	3	62	14	13	12	3	63	62.5
19	16	14	10	4	66	17	14	9	4	65	65.5
20	13	9	13	3	63	14	10	14	3	65	64
21	8	7	6	2	38	7	7	5	2	35	36.5
22	14	9	10	3	58	14	10	9	3	57	57.5
23	10	10	5	3	41	9	9	6	3	41	41
24	14	10	10	2	52	13	9	11	3	53	52.5

R : Researcher

T : Teacher

C : Content

V : Vocabulary

LU : Language Use

M : Mechanics

TS : Total Score

FN : Final Score

### STUDENTS' SCORES IN CYCLE I

No	R					T					
	C	V	LU	M	TS	C	V	LU	M	TS	FN
1	13	12	11	3	57	12	13	12	3	57	57
2	14	14	15	2	67	14	14	14	2	65	66
3	17	17	16	4	76	16	17	15	4	74	75
4	18	18	18	4	84	18	18	17	4	82	83
5	17	17	16	4	75	17	16	15	4	73	74
6	17	15	10	4	67	17	15	10	3	65	66
7	14	13	12	3	61	15	13	11	3	60	60.5
8	15	14	10	3	63	17	13	9	3	62	62.5
9	14	17	18	3	77	13	17	17	3	75	76
10	16	17	18	2	78	15	17	17	2	76	77
11	13	12	12	2	61	14	12	11	2	60	60.5
12	18	13	14	3	68	17	13	13	3	66	67
13	17	17	12	3	74	17	16	13	3	74	74
14	17	15	14	4	75	17	14	13	4	73	74
15	16	13	12	3	63	16	13	10	3	61	62
16	16	13	11	3	63	17	13	11	3	64	63.5
17	15	13	12	3	67	17	13	12	3	69	68
18	17	17	15	4	74	17	17	16	4	74	74
19	14	16	10	3	69	15	14	11	4	69	69
20	17	15	15	3	75	16	16	14	3	73	74
21	13	13	10	3	55	13	12	9	3	54	54.5
22	15	15	10	4	68	16	13	11	3	68	68
23	17	15	12	4	66	15	15	12	4	65	65.5
24	14	14	12	3	64	14	13	11	3	62	63

R : Researcher  
 T : Teacher  
 C : Content  
 V : Vocabulary  
 LU : Language Use  
 M : Mechanics  
 TS : Total Score  
 FN : Final Score



### STUDENTS' SCORES IN CYCLE II

No	R					T					
	C	V	LU	M	TS	C	V	LU	M	TS	FN
1	17	16	19	3	74	16	16	18	3	72	73
2	18	18	21	5	89	19	19	20	5	89	89
3	20	19	21	5	91	19	18	21	5	89	90
4	18	18	20	4	84	18	17	19	4	83	83.5
5	16	17	19	4	78	17	16	19	4	78	78
6	17	17	21	4	81	16	16	20	5	79	80
7	15	14	22	4	75	15	15	21	4	75	75
8	18	18	21	3	82	17	18	21	3	80	81
9	20	19	22	4	90	20	19	22	4	90	90
10	19	17	22	5	87	18	17	21	4	85	86
11	17	17	18	4	78	16	17	18	4	78	78
12	17	17	19	4	80	17	17	18	4	79	79.5
13	18	18	21	5	88	16	18	20	5	85	86.5
14	17	16	17	4	77	17	17	18	4	78	77.5
15	18	17	17	4	76	17	16	17	3	74	75
16	16	17	19	4	77	17	16	19	4	78	77.5
17	18	18	22	5	89	19	18	22	5	90	89.5
18	18	19	22	5	89	18	18	23	5	89	89
19	17	17	21	4	84	17	16	21	5	85	84.5
20	18	18	21	5	87	17	19	22	5	87	87
21	15	14	22	4	75	15	15	21	4	75	75
22	19	19	22	5	92	19	18	23	5	92	92
23	16	17	18	4	75	16	16	18	4	75	75
24	16	17	17	4	76	16	17	17	4	75	75.5

R : Researcher  
 T : Teacher  
 C : Content  
 V : Vocabulary  
 LU : Language Use  
 M : Mechanics  
 TS : Total Score  
 FN : Final Score

### STUDENTS' SCORES IN THE POSTTEST

No	R					T					
	C	V	LU	M	TS	C	V	LU	M	TS	FN
1	17	17	19	4	78	17	17	18	4	76	77
2	20	19	23	4	92	20	18	22	4	90	91
3	20	19	22	5	90	19	18	21	5	88	89
4	17	17	22	5	80	18	17	22	5	79	79.5
5	19	18	18	4	82	18	18	19	4	82	82
6	20	17	18	4	85	20	18	18	5	88	86.5
7	17	15	19	5	80	17	15	18	5	78	79
8	16	16	22	4	81	15	16	22	4	80	80.5
9	19	19	21	4	88	19	20	21	4	89	88.5
10	17	16	21	5	84	17	17	21	5	84	84
11	17	16	21	3	79	16	16	21	3	77	78
12	18	16	17	4	77	18	16	18	5	80	78.5
13	19	19	20	5	89	19	18	20	5	87	88
14	19	19	18	5	85	19	18	18	5	85	85
15	17	17	18	3	76	18	17	17	4	77	76.5
16	17	18	18	4	81	17	17	18	4	80	80.5
17	20	19	23	5	94	20	19	23	5	93	93.5
18	18	19	24	5	91	19	17	24	5	91	91
19	20	19	21	5	91	20	19	22	5	90	90.5
20	17	18	21	4	85	18	17	21	4	84	84.5
21	17	16	20	4	78	17	17	21	4	80	79
22	20	19	23	5	94	20	19	24	5	94	94
23	19	18	21	4	85	18	18	21	5	85	85
24	18	18	20	5	85	18	19	21	5	87	86

R : Researcher  
 T : Teacher  
 C : Content  
 V : Vocabulary  
 LU : Language Use  
 M : Mechanics  
 TS : Total Score  
 FN : Final Score

# **APPENDIX J: PRINTOUTS OF THE QUANTITATIVE DATA ANALYSIS**

```

CORRELATIONS
/VARIABLES=VAR00001 VAR00002
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

## Correlations

[DataSet1] E:\SPPSS EXCEL\students' scores.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
R PRETEST	54.7083	10.90464	24
T PRETEST	55.3750	11.15430	24

**Correlations**

		R PRETEST	T PRETEST
R PRETEST	Pearson Correlation	1	.974**
	Sig. (2-tailed)		.000
	N	24	24
T PRETEST	Pearson Correlation	.974**	1
	Sig. (2-tailed)	.000	
	N	24	24

\*\* . Correlation is significant at the 0.01 level (2-tailed).

DATASET CLOSE DataSet2.

```

CORRELATIONS
/VARIABLES=VAR00003 VAR00004
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

## Correlations

[DataSet1] E:\SPPSS EXCEL\students' scores.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
R CYCLE I	68.6250	7.21600	24
T CYCLE I	67.5417	6.92179	24

**Correlations**

		R CYCLE I	T CYCLE I
R CYCLE I	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	24	24
T CYCLE I	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	24	24

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## CORRELATIONS

```

/VARIABLES=VAR00005 VAR00006
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

**Correlations**

[DataSet1] E:\SPPSS EXCEL\students' scores.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
R CYCLE II	82.2500	6.09526	24
T CYCLE II	81.6667	6.15500	24

**Correlations**

		R CYCLE II	T CYCLE II
R CYCLE II	Pearson Correlation	1	.982**
	Sig. (2-tailed)		.000
	N	24	24
T CYCLE II	Pearson Correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	24	24

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## CORRELATIONS

```

/VARIABLES=VAR00007 VAR00008
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

**Correlations**

[DataSet1] E:\SPPSS EXCEL\students' scores.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
R POSTTEST	84.5833	5.51612	24
T POSTTEST	84.3333	5.38651	24

**Correlations**

		R POSTTEST	T POSTTEST
R POSTTEST	Pearson Correlation	1	.959**
	Sig. (2-tailed)		.000
	N	24	24
T POSTTEST	Pearson Correlation	.959**	1
	Sig. (2-tailed)	.000	
	N	24	24

\*\* . Correlation is significant at the 0.01 level (2-tailed).

T-TEST PAIRS=VAR00001 WITH VAR00002 (PAIRED)  
 /CRITERIA=CI(.9500)  
 /MISSING=ANALYSIS.

## T-Test

[DataSet0]

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	55.1042	24	10.94450	2.23404
	POSTEST	84.4583	24	5.39508	1.10127

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	24	.537	.007

**Paired Samples Test**

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	PRETEST - POSTEST	-29.35417	9.24483	1.88709	-33.25792

**Paired Samples Test**

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRETEST - POSTEST	-25.45042	-15.555	23	.000



# **APPENDIX K: PHOTOGRAPHS**



The researcher explains the linguistics features of the descriptive text.



The students discuss the tasks enthusiastically.



The students draft their descriptive text in pairs.



The students construct the descriptive text in pairs.





The students check the words in the dictionary.



The students do the tasks in groups of four.



The students discuss and write the descriptive text in groups of four.



The students seriously write the descriptive text individually.

# **APPENDIX L: LETTERS**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0814/UN.34.12/DT/IX/2013  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

4 September 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***THE USE OF COLLABORATIVE WRITING TO IMPROVE THE WRITING ABILITY OF CLAS VIII F  
STUDENT OF SMP N 2 SRANDAKAN IN ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : DEFI TRISNASARI  
NIM : 09202241023  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : September-November  
Lokasi Penelitian : SMP N 2 Srandakan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**

070 /Reg / VI/ 6679 / 9 /2013

Membaca Surat : KASUBBAG PENDIDIKAN FBS.  
UNIVERSITAS NEGERI YOGYAKARTA

Nomor : 0814/UN.34.12/DT/IX/2013

Tanggal : 04 SEPTEMBER 2013

Perihal : PERMOHONAN IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengernbangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengem-bangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwa-kilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : DEFI TRISNASARI

NIP/NIM : 09202241023

Alamat : UNIVERSITAS NEGERI YOGYAKARTA

Judul : *THE USE OF COLLABORATIVE WRITING TO IMPROVE THE WRITING ABILITY OF CLASS VIII F STUDENT OF SMP N 2 SRANDAKAN IN ACADEMIC YEAR OF 2013/2014*

Lokasi : SMP N 2 SRANDAKAN KAB BANTUL

Waktu : 05 September 2013 s/d 05 Desember 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan naskah cetakan asli yang sudah disahkan dan diqubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 05 September 2013

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan  
Ub.

Kepala Biro Administrasi Pembangunan



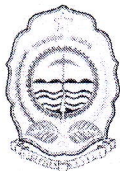
Hendrar Susrowati, SH.

NIP. 195661201985032003

**Tembusan:**

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 BUPATI BANTUL C.Q BAPPEDA BANTUL
- 3 DINAS PENDIDIKAN KAB BANTUL
- 4 UNIVERSITAS NEGERI YOGYAKARTA
- 5 YANG BERSANGKUTAN





**PEMERINTAH KABUPATEN BANTUL**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / 2142**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor :  
Tanggal : 05 September 2013 070/Reg/V/6679/9/2013  
Perihal : Permohonan Ijin Penelitian

**Mengingat** :

- a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**

Nama : **DEFI TRISNASARI**  
P. T / Alamat : **Fak Bahasa dan Seni UNY, Karangmalang Yogyakarta**  
NIP/NIM/No. KTP : **09202241023**  
Tema/Judul : **THE USE OF COLLABORATIVE WRITING TO IMPROVE THE WRITING ABILITY OF CLASS VIII F STUDENT OF SMP N 2 SRANDAKAN IN ACADEMIC YEAR OF 2013/2014**  
Kegiatan :  
Lokasi : **SMP N 2 SRANDAKAN**  
Waktu : **05 September 2013 sd 05 Desember 2013**  
Personil : **1 orang**

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l  
Pada tanggal : 05 September 2013

A.n. Kepala,  
Sekretaris,  
Ub.  
Ka. Subbag Umum

  
**Elis Fitriyati, SIP., MPA**  
NIP. 19690129 199503 2 003

**Tembusan disampaikan kepada Yth.**

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesbangpol Kab. Bantul
3. Ka. Dinas Dikdas Kab. Bantul
4. SMPN 2 Srandakan
5. Yang Bersangkutan



**KABUPATEN BANTUL  
DINAS PENDIDIKAN DASAR  
SMP NEGERI 2 SRANDAKAN**

Alamat : Godegan, Poncosari, Srandakan Bantul, 55762 Telp. ( 0274 ) 7494169  
Email.smpn2srandakan@yahoo.com

**SURAT KETERANGAN**

Nomor : 421.01/ 287

Yang bertanda tangan di bawah ini :

N a m a : Drs. H.Isbandana, M.M.

N I P : 19630729 198403 1 005

Pangkat/Gol : Pembina / IVa

Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama Mahasiswa : Defi Trisnasari

NIM : 09202241023

Program Studi : Pendidikan Bahasa Inggris

Asal Perguruan Tinggi : Universitas Negeri Yogyakarta

Telah benar-benar melaksanakan penelitian dalam rangka untuk menyusun skripsi /karya ilmiah dengan judul “ **The Use Of Collaborative Writing To Improve The Writing Ability Of Class VIIIF Students Of SMP N 2 Srandakan In The Academic Year Of 2013/2014** “ mulai tanggal 13 September s.d. tanggal 28 Nopember 2013.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Srandakan, 30 Nopember 2013

Kepala Sekolah,



Drs.H.ISBANDANA, M.M.

NIP.196307291984031005